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ABSTRACT

In fall 1985, a study was conducted to assess the status and function of international education coursework at California community colleges, and the ethnographic characteristics of faculty and students teaching or enrolled in international education classes. Questionnaires were mailed to deans of instruction at California's 106 community colleges. Study findings, based on an 85% response rate, included the following: (1) for the 5-year period 1980-85, only 18% of the colleges said they offered international trade courses, and only 25% of the colleges had plans to offer such courses; (2) international business/trade courses were required for business majors at only two colleges; (3) 4% of the colleges had a foreign language graduation requirement, while 14% required intercultural education coursework; (4) the primary administrative problems cited with such courses were lack of student interest, lack of community interest, low instructional priority, and lack of funds; (5) 79% of the respondents indicated that less than 5% of their student body were foreign students; (6) international business students' average ages were between 30 and 34; and (7) 38 of the colleges reported having developed community activities relevant to international business education, with the most common activity being the development of private industry liaisons. Appendices include the survey instrument, 31 ideas for initiating international work, and statements of support for international education. A 36-item reference list is also included. (LAL)

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INTERNATIONAL BUSINESS EDUCATION PROGRAMS IN THE CALIFORNIA COMMUNITY COLLEGES

By Santiago V. Wood, Ed.D.

ED274384

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Vista College, Berkeley, California

Peralta Community College District

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International Business Programs In the California Community Colleges

Final Report of the Project

1985/86

by

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Administrator in Charge

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Berkeley, California

A Project Funded By

The California Community Colleges Fund for Instructional Improvement and the U.S. Office of Education, Title VI-B, International Business Education

May, 1986

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Abstract

This study, conducted through Berkeley's Vista Community College, assessed the status and function of international education coursework at California community colleges, and the ethnographic characteristics of faculty and students who are enrolled in international education classes. It also attempted to gage the attitudes of deans of instruction toward current and prospective international education courses.

In November and December 1985, questionnaires were mailed to deans of instruction at California's 106 community colleges. The survey population was drawn from the California Community Colleges Directory: 1984-85, published by the California State Chancellor's Office in Sacramento.

Responses were received through December 1985. Out of the 106 deans surveyed, 90 responded. Thus, the returned questionnaires represented 85% of the sample. Of the 16 colleges which did not respond, 11 were contacted by phone. None of these offered international business courses, although several included foreign languages, ethnic studies and world geography classes in their curricula.

No international business/trade courses were required for an AA degree and only in two colleges were they required for business majors. For most colleges, the only "international" component was overseas/study abroad programs for students and faculty. Several colleges indicated they sponsored international cultural events (n = 12), and some colleges had a private industry liaison (n = 11). A few colleges offered courses in international business (n = 7), international marketing (n = 7), and the import/export business (n = 6). Enrollments in the courses were either increasing or stable for most classes.

When asked what the primary administrative problems were with such courses, the deans responded that problems in order of priority were:

1. Lack of student interest,

2. Lack of community interest,

3. (That such courses had) Low instructional priority,

4. Lack of funds.

Although lack of student interest was the most commonly offered response, when asked how a need for courses in international business/trade was established, only a few colleges said they did a student needs assessment.

Deans of instruction were asked to give their opinions about the importance and effectiveness of international education courses.

Although most deans agreed that students who took such courses would be more successful than those who did not, deans did not think that such courses should be requirements. Nor did deans believe the courses were adequately preparing students to meet the global challenge of international competition in business.

Conclusions were based on the apparent need for greater promotion of international education to students and administrators. Concrete recommendations were made to administrators and faculty regarding how such promotion might be carried out.

Questions addressed institutional demographics, their service areas, including faculty and student body composition. They also examined current and prospective international trade classes and long range plans for developing international education and community activities. Besides this, the questionnaire tried to determine administrative and instructional problems and considerations; gaged how courses are developed; sought international trade student and faculty ethnographic characteristics; and attempted to determine attitudes and perceptions of deans of instruction toward the value and importance of international trade coursework.

Responses to the questionnaire are indicated in tables 1 through 17.

California's growing interest in and involvement with international trade prompted this evaluation of international business and trade education in its community colleges.

It indicates that current international business offerings in the state's 106 community colleges are low and plans to develop new classes are few. For a five-year period, 1980-85, only 18% of California community colleges said that they offered international trade courses; 82% did not. Plans to offer such classes were underway at 25 (28%) of the colleges; sixty three (72%) had no such plans.

The findings also reveal that few California community colleges offer international trade classes, a national trend indicated in Elena Vassiliou's 1984 nationwide study where 14% of 432 responding community colleges offered formal international business curricula. One contrast between Vassiliou's study and this one was that two (6%) California community colleges required international trade classes for their business majors and no colleges required it for other majors.

In Vassiliou's study 24% of her sample required international trade courses for their business majors. It was not required for other majors. California, therefore, may lag behind other states in requiring international trade courses for business majors. Furthermore, only three (4%) of California's community colleges had a foreign language graduation requirement while five (14%) required international education coursework.

Furthermore, only 4% of California community colleges required a foreign language graduation requirement while 14% required intercultural education coursework.

A vast majority of respondents indicated that there was no formal process for curriculum internationalization. Where there were international offerings, colleges used study abroad programs. Informal programs at many campuses were used to promote international awareness while several colleges indicated that their primary interactions included liaisons with private industry and participation in cultural and ethnic activities.

This study indicates that 94% of California community colleges do not require international business courses for their business majors. In her national survey, Vassiliou showed only 24% of the sample requiring foreign language proficiency of their students.

Few community colleges, therefore, are active in international education and related activities, and international business/trade usually does not form part of their regular curricula.

Introduction

International trade plays a very significant economic, cultural, and social role in the State of California. The United States Commerce Daily (1984) reported that if the State were a separate country, it would rank 12th in terms of international trade value, 8th in terms of gross domestic product and 7th in the world in terms of per-capita domestic products.

The report further revealed that over 15% of all non-governmental jobs in California and possibly 10% in the Bay Area are related to international trade. Accordingly, it is important to observe that 12% of the United States' international trade is shipped through California's ports, where the San Francisco Customs District ranked eighth in the United States in international trade-value terms during the last quarter of 1983.

More specifically, the United States Department of Commerce Journal (1985) underscored in graphic terms the importance of international trade to the State of California, indicating that 1 million jobs in the state economy depend on foreign trade for a total of $10.5 billion in wages and salaries. Additionally, the Journal (1985) indicated that about $3.5 billion in taxes and $35 billion in business revenue is brought into the state by international business/trade.

The San Francisco Bay Area in the State of California is a highly cosmopolitan center with a diversity of ethnic groups and subcultures. The area is also an important center for international trade, particularly with countries along the Pacific Rim.

According to the Port Progress (1985), the Port of Oakland-San Francisco ranks as the nation's fourth-largest customs district, is the largest containerized port of its kind on the West Coast, and is the biggest business in the East Bay. The importance for understanding of international trade and multicultural issues by the local citizenry is obvious.

It is incumbent upon the Bay Area colleges to help the local citizens gain skills to market their products and services to the 5 billion consumers in the international market. The emergence of the Pacific Basin as an important economic unit indicates that local colleges should prepare people for work in international trade in this area.

There are more than 1,200 community, technical, and junior colleges in the United States. The State of California boasts the largest number of some 106 community colleges. These institutions have the potential of providing a large network for the understanding of international, intercultural, and global awareness.

It is a concern of this study to ascertain what the California community colleges are doing by way of student instruction and faculty preparation to meet the global economic challenge of the 1980s. The 1983 issue of the Guide to California Colleges and Universities revealed that only 7 colleges in 106 offer any courses in international business and less than 15 offer any foreign languages from the Pacific Rim countries. The San Francisco Bay Area's Vista Community College International Trade Institute established strong consortium ties with the leading community colleges in the field, including Middlesex and Bergen colleges in New Jersey, Broward and Valencia in Florida, and Pima in Arizona. In Southern California, Harbor Community College and Long Beach City College have just begun an international curriculum project.

Nonprofit organizations such as the World Affairs Council, the Bay Area and the World Project, and Global Perspectives at Stanford University in the San Francisco Bay Area, have provided occasional seminars on specific international issues but they have not addressed the specific curricular needs of the California community colleges. When an occasional course is developed or modified at a community college to address international and multicultural issues, other campuses are generally unaware of its relevance to their program, and the potential for articulation is lost.

The Problem

Naisbitt (1982) observed that the emerging political, economic and social order of the 1980s is one of interdependent societies locked tightly together by instantaneous sattellite communications and supersonic travel. He pointed out that the United States is no longer economically dominant and independent; instead, the country is only one of several important countries in an ever-increasing interdependent global economy. Naisbitt specifically emphasized that the new role of the United States in an interdependent world economy must be reflected in the curricula of colleges and universities across the nation.

This emerging view of society requires all colleges to restructure their curricula and services so that the student, faculty, and community being served are better prepared to live and do business in an ever-shrinking world. Recent evidence suggests that most of the nation's colleges and universities are doing a less-than-adequate job in exposing undergraduates to course material of a global nature.

In 1982, the American Association of Community and Junior Colleges Board of Directors adopted a statement on the role of international/intercultural education in the community colleges (see Appendix I). The statement called for increasing emphasis on international education to create a more competent citizenry that understands the diverse cultures of the world.

The statement said:

> Community collges are in a strategically strong position to undertake this challenge due to their direct contact with American communities. Therefore, the American Association of Community and Junior Colleges encourages community, junior and technical colleges to establish clear institutional goals and policies regarding international/intercultural education that advocate the values of the international dimension throughout the total institutional program (p.1).

The President's Commission on Foreign Language and International Studies (1979) pointed out that community colleges enroll close to half of all undergraduates, but only a small fraction take courses in foreign languages or international studies. The Commission characterized Americans' understanding of world affairs as "dangerously inadequate" and stated:

> A desperate need to enlarge our international understanding and competencies exists. Nothing less is at issue than the nation's security . . . . Our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with misinformation (pp. 1-13).

A current assessment of community college international education programs would be valuable to the institutions as both analytical and planning devices with respect to revision and development of programs in international business and related disciplines.

This study was conducted to identify the status of international education in California community colleges and to assess the attitudes of their deans of instruction relative to the extent to which international business education courses and programs are or should be offered at the community college level.

Purpose of the Study

A preliminary search of the literature pertaining to international education progress in California community colleges evidenced few published works on such programs and no major studies. For this reason, the writer proposed to undertake such a study, recognizing the need to do so as a basis for further research and development in the international business field.

This study will specifically assess the state of international business education programs and courses in the 106 California community colleges. The current status of international business education/trade will augment the findings of Vassiliou (1984) and Green (1979) regarding the assessment of the international business education needs of the community college student. The study will not replicate these studies because they have been validated by subsequent needs assessments (Blanco & Channing, 1976; National Resource Center for International Trade Education, 1983) which report that the need for international education at the community colleges has not changed since 1979 and 1984.

Significance of the Study

The significance of this study lies in the potential value of offering international business programs at the community college level for meeting the educational needs of the California community. The study may have an impact on California community colleges in several ways:

1. It may increase awareness of a large cross-section of faculty, counselors, and administrators as to the importance and relevance of international issues;

2. It may assist the California State Chancellor's Office in successfully competing for funds from the State legislature necessary to continue offering innovative and practical instructional programs in the international education arena;

3. It may assist other community colleges to develop new curricula and infuse existing courses with modules on international education; and

4. It may identify a beginning network of community colleges offering international education courses. In so doing, it may help assure new international business and education courses and programs are articulated among the colleges and college districts.

This study is a pioneering venture into a field previously neglected by the California community colleges and will serve as a benchmark for further research in the field. This study will make a significant contribution to the educational programs of the California community colleges. The information from this study will be valuable in providing individual colleges with information to compare and contrast the impact of international business education programs on their institutions as well as to the community at large. The data from this study will provide the individual colleges with information as to their own status in providing international business education and related curricula for their students within the total context of the other 106 California community colleges.

As the specific questions of the study are reviewed, inferences will be forthcoming for improvement of programs and delivery systems. This study may further raise the awareness of professionals in the field to the need for continual periodic examination of services in international education for the adult community college learner.

Research Questions

The present study will provide answers to the following questions:

1. How many California community colleges are currently offering courses in international business/trade? How many are now planning to offer them in the future? Are any of these courses required? What other activities related to international education are sponsored by the community colleges?

2. Since 1980, what programs and courses in international business/trade have been offered by the California community colleges? What is the enrollment in these courses and is enrollment in such courses increasing, decreasing or remaining even?

3. What are the institutional procedures and policies and organizational structure pertinent to programs and courses in international business education/trade?

4. What are the administration and budgetary parameters of programs and courses in international business education/trade? What problems of administration, funding, and instruction in these programs and courses have been experienced by the community colleges?

5. How are programs and courses in international business/trade developed, disseminated and articulated by California community colleges that offer such programs and courses?

6. What is the ethnographic composition of the students taking international business education/trade courses and how does it compare to the total student body of California community colleges?

7. What are the relevant characteristics (fluency in foreign language, employment with international firms) of the faculty teaching international business education/trade courses in the California community colleges? Are staff development activities offered for international business education courses?

8. What are the attitudes of deans of instruction relative to the importance and current effectiveness of international education at the community college level?

Findings

Of the 106 California community collge deans of instruction, 90 (85%) completed the study questionnaire. Initially the college demographic data are presented. These are then followed by results pertaining to the research questons: a report of the curricular considerations, institutional policy and organizational concerns, administrative and instructional considerations, program development and dissemination considerations, student characteristics, and finally, perceptions of deans of instruction relative to the importance and effectiveness of international business education at the California community colleges.

Programs and Enrollment in International Business Education

Community college offices of instruction direct a majority (72%) of international business courses and programs. International program coordinators were employed at 17% of the colleges, while 83% had no coordinator, even though studies indicate that such coordinators ensure program development and articulation.

Administrative and Budgetary Parameters

Respondents indicated that administrative problems related to international business programs, prioritized here, are: lack of student

interest (42%); lack of community interest (39%); low instructional priority (38%) and lack of funds (35%). Since interest is low, so are funding and instructional priorities. Lack of student interest possibly reflects lack of community interest.

Development, Dissemination and Articulation Of International Business Classes

Written materials pertaining to international education were sparce with 90% of respondents indicating that they had no brochures, policy statements, memoranda, official college records, organizational charts or other items. Since policy statements are important indicators of administrative commitment, not developing them shows a profound lack of support for international programs.

Program needs were determined by advisory committees, community groups, assessment of industry needs or by deans of instruction. Only 8% of colleges used needs assessments.

Student Ethnographic Composition

Most respondents (79%) indicated that less than 5% of their total student body counts were foreign students. The percentage of foreign students in international business programs also was very small, thus few foreign students were enrolled in these courses.

International business students' average ages were between 30 and 34, thus colleges which plan international business programs, to develop successful marketing strategies, must focus on this age group. Approximately half (50%) of the campuses surveyed showed between 10 and 20% of their students enrolled in business programs; and 30% of the campuses had less than a 2% business student population. But of all of the business student population, less than 9% were enrolled in or had completed international business coursework.

Faculty Characteristics and Staff Development Activities

Most respondents (64%) indicated that at least one faculty member was fluent in a foreign language, but that 67% fulltime and 59% parttime faculty were not employed by international business concerns.

A large number of colleges noted that no staff development or in-service activities were available for faculty who wanted to develop international business classes and programs. This indicates a lack of instructional commitment to develop international business courses and others in related fields.

Attitudes of Deans of Instruction

Most deans agreed that students would be more successful if they completed coursework in international communications, foreign languages, international business and trade, and world geography. However, while

these administrators did not wish these classes to be graduation requirements, they also agreed that students were not being prepared to meet international business challenges confronting the United States.

Implications

California community colleges, for the most part, must be more innovative and responsive to international education programs. While community college students must meet humanities requirements for an A.A. degree, many of these courses are aimed at a minority student population and enrollees are concerned primarily with familiarizing themselves with their cultural heritage. Few enroll to learn a foreign language or about a foreign culture. Besides this, large numbers of community college students receive little or no exposure to international trade or crosscultural communication courses.

One in 10 adult California residents is enrolled in a community college. For most students, it is their final formal education experience. If community colleges do not reach them with international education programs, they and probably the United States will continue to lack a fundamental interest in global interdependence and crosscultural communication. This is ironic since in 1986 California's review for the master plan for education reported that great ethnic, cultural and linguistic changes were taking place which would effect the community college system's status quo. It predicted an increase in the state's Asian, Black and Hispanic populations from one third to one half by the year 2000. To prepare for this, California's community colleges must offer relevant, pragmatic and quality programs.

International business programs have the potential to address the concerns of minority and non-minority students who want to represent the United States in the international marketplace.

But until a significant number of students show an interest, community colleges' reluctance to allocate funds for these programs will continue. Faced with declining enrollments and deficit budgets, community colleges should explore less traditional curricula which promise to have impact on the state's future. One significant area is international business education.

California's community colleges, communities and administration must be made more sensitive to the importance of internationalization. Policy statements, reports and resolutions by major educational and legislative bodies all have declared that international education and awareness is important to undergraduate curricula. The demands of modern society and an interdependent world require community colleges to provide expanded international/intercultural learning experiences for the student body and community.

Implications Pertaining to Lack of Administrative Support

International education is important and a key element to its success is publicizing programs to campus presidents, deans, division chairs, department heads and key faculty members. The publicity should stress its importance and value at college and national levels.

Forums and regional meetings must be developed to promote international education to community college administrators. Besides this, institutional statements about the mission of international education should be developed to reflect campus commitment and offer a rationale for campus program development.

A regional community college consortium would help solidify and promote international business education. Besides this, required international business courses would be appropriate for many business majors. Consideration of curricular changes to require a foreign language of business students should be a top priority.

Because of enrollment declines in California's community colleges, introducing international or global aspects to the curricula may be one way to reverse this trend. This study revealed that enrollment in international business classes ranged from 25 to 200 students.

Many deans of instruction hold the view that community colleges' focus should be on local, not on international or political issues. While an abundance of foreign language, ethnic studies and study abroad programs exist, there is no statewide or institutional commitment to support pioneering efforts in international business education.

Implications Pertaining to Lack of Faculty Support

This study and others indicate that faculty support in the form of lobbying before peers and administration is crucial for designing a successful international curriculum. Faculty members must be willing to change their courses, be aware of literature in the discipline and how it relates to other cultures. They must also be granted release time for course development and modification, must be presented with sufficient library resource materials and travel funds for research. Besides this, they must understand the reasons, goals and objectives of internationalizing business courses.

Implications Pertaining to Lack of Community Support

Pertinent business and professional, government and community organizations can work with community colleges to help improve international business curricula. Community college programs can help businesses assess their import/export strategies or find whether they should expand international trade activities. Training students to work with local export firms, for example, can have a positive impact on the nation's economy.

California especially enjoys a strong economy with the Pacific Rim (China, Japan, Korea, Malaysia, the Philippines, to name a few). The impact of the region's international trade affects the economic health of California, since trade with Pacific Rim nations equals $20 billion, so to have community colleges focus on Pacific Rim trade would benefit the state's economy.

Implications Pertaining to Lack of Government Support

Colleges which develop international business courses now receive most of their funding from local or federal sources. Legislature-supported funding sources designed to help colleges develop international business education courses, programs and activities, must be developed. Even though the state chancellor's office funds community college curriculum and faculty development projects through its fund for instructional improvement, other costs such as release time, curriculum and resource development must be supported.

Exemplary examples of this are in Florida, whose legislature, recognizing the stragegic importance of the state's proximity to the Caribbean basin, passed a bill which committed the state to developing international trade and global studies at all educational levels, and Georgia, New York and New Jersey instituted similar mandates.

Many student program alternatives are possible. For example, a "tech prep" associate degree program designed to run parallel to a four-year college program and stress a high tech vocational empnasis, is possible. But community colleges must also inform students of international business job opportunities. California's community colleges, since 1985, are required to provide a matriculation program for all students enrolled in 10 or more units. They therefore can take the initiative to assess, place and offer academic and career counseling to students who want to pursue an international trade career.

Staff can also introduce students to international business needs. But preliminary preparation should include introduction to a college curriculum. Orientations also could be helpful. But, most importantly, administrators, faculty and boards of trustees should stress the importance and need for international coursework.

Society, the economy and the future require that California community colleges impart to students skills which they need to succeed in an interdependent world. Therefore, the state chancellor's office should inform community colleges of the status of international education courses and programs; define and fund ongoing programs to promote international education; disseminate publicity and information; recommend an international course requirement for business majors; and tighten articulation methods.

California community colleges, meanwhile, can increase student awareness through seminars, public and community events, world and international trade organizations, publicity, grantsmanship and funding activities, study abroad programs and needs assesments to determine interest levels.

The colleges also can sponsor faculty and interdisciplinary curriculum development activities for response to future economic, educational, political and social needs of the community. Other methods include collaboration with business, professional and community organizations, expanded international education curricula, development of foreign language and intercultural communication courses and adoption of policy statements which clarify and confirm instructional commitment to international education.

Table 1

Table 1 presents a demographic overview of the 90 respondent colleges.

Table 1

Demographic Characteristics of the 90 Participating California Community Colleges

Characteristic	Percentages of Colleges[a]			
Location (n = 88)	Urban	Suburban	Rural	Other
	30 34%	35 40%	22 25%	1 1%
Type of District (n = 90)	Single College	1 College Multi Campus		Multi College
	35 39%	8 9%		47 52%
Size of Student Body (n = 90)	500-999	1,000-2,999	3,000 4,999	5,000 9,999
	1 1%	5 6%	12 13%	29 32%
	10,000+			
	43 48%			
Percentage Part-Time Students (n = 89)	30-39%	40-49%	50%+	
	2 2%	18 20%	69 78%	
Percentage Ethnic[b] In Communities	Asian	Caucasian	Native American	Hispanic
	7%	63%	2%	17%
	Blacks	Other		
	12%	5%		
Percentage Ethnic[b] In Colleges	Asian	Caucasian	Native American	Hispanic
	9%	61%	2%	14%
	Blacks	Other		
	12%	6%		

[a]Note: Totals do not equal 90 for items to which not all colleges responded.

[b]Note: The percentages shown are the mean percentage for all responding colleges.

Table 2

Table 2 highlights responses to questions related to current and prospective international trade courses. It also reveals that few of California's community colleges require their students to enroll in international business, foreign language or crosscultural communications courses.

Table 2

Responses to Questions Pertaining to Current and Future Offerings of International Trade Courses

Question	Percentage	
Does College Offer International Trade Courses? (n = 89)	Yes	No
	16	73
	18%	82%
Plan to Offer any International Trade Courses? (n = 88)	Yes	No
	25	63
	28%	72%
Are any International Trade Courses Required for Business Majors? (n = 35)	Yes	No
	2	33
	6%	94%
Is a Course in International Business a Prerequisite for Graduation? (n = 35)	Yes	No
	0	35
	0%	100%
Is a Course in Foreign Language a Prerequisite for Graduation? (n = 86)	Yes	No
	3	83
	4%	97%
Is a Course in Cross-Cultural Understanding a Prerequisite for Graduation? (n = 35)	Yes	No
	5	30
	14%	86%
What is the Status of International Business Courses? (n = 14)		
Required for transfer students:	0	
	0%	
Required for non-transfer students:	0	
	0%	
Required for A.A. degree:	0	
	0%	
Required for Certificate in Business	1	
	7%	
Elective	13	
	93%	

Table 3

Table 3, which addressed community college methods to internationalize curricula, shows that the schools use a variety of ways, including foreign languages, student and faculty study abroad, Fulbright scholarships and international education consortia, crosscultural exchange programs, technical methods and other means.

Table 3

Responses to Question About Internationalizing Curriculum

Question	Percentage of Response
Use Any Activities to Internationalize Curriculum?	
Overseas/Study Abroad for Students	23 26%
Overseas/Study Abroad for Faculty	11 13%
International Education Consortium	14 16%
International Grantsmanship	6 7%
Cross-Cultural Exchange	9 10%
Fulbright Scholar	16 18%
Overseas Technical Assistance Programs	3 3%
Other Internationalization of Curriculum	5 6%

Table 4

Table 4 highlights community colleges' offering of and involvement with international and community oriented activities, including the arts, culture and entertainment. Few colleges are involved in these endeavors, thus the findings imply that community colleges do not have access to information which pertains to international and intercultural activities.

The findings are disturbing for California, a state where the non-English speaking population is expected to greatly increase in the next 10 years and where international trade plays a crucial economic role. It also implies that colleges are not broadening faculty and student perceptions of state, national and international interdependence.

Table 4

Responses to Questions About Foreign-Related Activities

Question	Percentage of Response	
Do You Have Foreign-Related Community Activities? (n = 27)	Yes	No
	15 56%	12 44%
What Activities Do You Offer?		
International Business workshops/seminars		5 15%
Art/Cultural Shows:		12 36%
Trade Fairs/Festivals:		1 3%
Entertainment Programs:		14 42%
Other Activities:		1 3%

Table 5

Table 5 indicates college-developed community activities which pertain to their international business education programs.

A small percentage of the colleges have liaisons with industry, participate in ethnic and cultural activities, have foreign student and faculty exchange or travel abroad programs, and sponsor grantsmanship activities.

Table 5

Responses to The Question of Community Activities

Question	Percentage
What Community Activities Have You Developed Relevant to International Business Education: (n = 38)	
Private Industry Liaison:	11 29%
Participation in Cultural/ Ethnic Activities	10 26%
Foreign-Student Exchange:	7 18%
Faculty Abroad/Overseas Study Programs	6 16%
International Grantsmanship:	4 11%

Table 6

Table 6 shows community college sponsored international business education programs since 1980. Few colleges offer international business and trade courses and enrollments in these widely vary. On the whole, enrollment is increasing or stable.

Table 6

International Business Courses Offered by California Community Colleges

Course Name	Enrollment Statistics	Colleges Offering	Time of Inception
International Business (n = 7)			
		2	1980
		1	1982
		2	1983
		1	1984
		1	1985
	Enrollment: $\bar{X}$ = 44		
	SD = 48		
	Median = 29		
International Communication (n = 0)			
International Economics (n = 1)		1	1984
	Enrollment: = 25		
International Letters of Credit (n = 2)		1	1983
		1	1985
	Enrollment: = 40		
	= 200		
International Marketing (n = 7)		3	1980
		1	1982
		1	1984
		2	1985
	Enrollment: $\bar{X}$ = 68		
	SD = 86		
	Median = 30		

table continues

Table 6

Course Name	Colleges Offering	Time of Inception
International Trade Finance (n = 4)	2	1980
	2	1985
Enrollment: $\bar{X}$ = 92		
SD = 106		
Median = 46		
International Trade Procedures (n = 3)	2	1984
	1	1985
Enrollment: $\bar{X}$ = 54		
SD = 41		
Median = 40		
Careers in International Business (n = 1)	1	1983
Enrollment: = 100		
Export Documentation (n = 5)	2	1977
	1	1980
	1	1984
	1	1985
Enrollment: $\bar{X}$ = 40		
SD = 14		
Median = 45		
Import/Export Business (n = 6)	1	1977
	3	1980
	1	1882
	1	1985
Enrollment: $\bar{X}$ = 91		
SD = 93		
Median = 47		

table continues

Table 6

Course Name	Colleges Offering	Time of Inception
Cross-Cultural Business Practices		
(n = 3)	1	1980
	2	1983
	1	1985
Enrollment: $\bar{X}$ = 113		
SD = 118		
Median = 50		
World Geography		
(n = 13)	1	1935
	1	1956
	2	1960
	2	1970
	1	1971
	1	1975
	1	1980
	1	1981
	1	1983
	1	1985
Enrollment: $\bar{X}$ = 150		
SD = 153		
Median = 100		

What are Enrollment Trends In International Trade Courses? (n = 15)	Increasing	Decreasing	Even
	7	2	6
	47%	13%	40%

Table 7

Table 7 shows instructional policies, procedures and organizational structure which are relevant to international business, trade and education courses.

Most of these classes are administered through offices of instruction. Less are offered through community service, continuing education or other offices. Few of the colleges employed an international business coordinator thus it appears that California community colleges do not consider international education an important enough area to appoint a coordinator.

The table also indicates that few colleges have developed written materials or have long range plans for international business education programs. Few colleges planned to internationalize such curricula.

Table 7

Responses to Questions Pertaining to Institutional Policy and Procedures and Organizational Structure for International Business Courses/Programs

Question	Percentage		
Which Office Supervises International Trade Courses? (n = 54)	Office of Instruction	Community Services	Other Offices
	39 72%	3 6%	12 22%
Do You Have a Coordinator of International Trade Courses? (n = 58)		Yes	No
		10 17%	48 83%
Do You Have Written Materials For International Trade Courses? (n = 58)		Yes	No
		6 10%	52 90%
Do You Have Long-Range Plans for International Trade Courses? (n = 60)		Yes	No
		10 17%	50 83%
Do You Have a Process to Address Internationalization of Your Curriculum? (n = 33)	Formal	Informal	None
	6 18%	3 9%	24 73%

Table 8

Table 8 addresses administrative, funding and international business class and program instruction. It shows that lack of student and community interest, low instructional priorities and sparce funding prevent colleges from offering or developing international business education courses and programs. Funding, lack of administrative support and commitment also are among the major reasons why international business courses fail.

Table 8

Ratings Pertaining to Administrative Concerns

Question	Rating 1 Not Critical	2	3	4	5 Very Critical
Availability of Qualified Faculty (n = 63)	20 32%	10 16%	17 27%	8 13%	8 13%
Lack of Community Interest (n = 66)	7 11%	1 2%	16 24%	16 24%	26 39%
Lack of Faculty Interest (n = 64)	9 14%	5 8%	24 38%	9 14%	17 27%
Lack of Student Interest (n = 64)	4 6%	5 7%	14 20%	17 25%	29 42%
Difficulty in Admininstering Course (n = 61)	36 59%	14 23%	9 15%	1 2%	1 2%
Lack of Administrative Support (n = 61)	33 54%	10 16%	13 21%	1 2%	4 7%
Lack of Funds (n = 67)	13 19%	8 12%	12 18%	10 15%	24 36%
Insufficient Information (n = 64)	13 20%	9 14%	13 20%	15 23%	14 22%
Low Instructional Priority (n = 71)	11 16%	3 4%	17 24%	13 18%	27 38%
Competition from Other Colleges (n = 58)	27 47%	6 10%	9 16%	7 12%	9 16%
Other Problems in Offering/Developing (n = 5)	1 20%	0 0%	1 20%	1 20%	2 40%

Table 9

Table 9 cites responses to administrative and funding questions. At the administrative level, international trade and business courses are treated as regular business curriculum or community services classes.

Table 9

Responses to the Questions of Administration and Funding

Question	Percentage	
How are Courses Treated? (n = 17)		
Regular offering in the Business Curriculum:	13 77%	
Non-Credit Offering:	0 0%	
Community Services/ Continuing Education:	3 18%	
Other Treatment:	1 6%	
Is There a Separate Budget for International Business Programs?	Yes	No
Regular offering in the Business Curriculum:	2 11%	17 90%
What is the Dollar Amount of the Budget?		
Over $20,000	4 100%	
How are Activities Funded? (n = 7)		
Federal Funding	3 43%	
State Funding	1 14%	
Local Funding	2 29%	
Other Funding	1 14%	

Table 10

Table 10 shows colleges' responses to questions which pertain to international business program development. Colleges also responded to a question about needs assessment procedures and indicated means by which the necessities for international business/trade courses and programs were established.

The most frequently used methods were through advisory committees or community group recommendations, industry needs assessments, deans of instruction recommendations and faculty initiative.

Table 10

Responses to The Question of Need Assessment

Question	Percentage
The Need for International Business/Trade Programs was Established By: (n = 39)	
Student Need Assessment:	3 8%
Advisory Committee/ Community Group	7 18%
Faculty Initiative:	6 15%
Industry Needs Assessment:	7 18%
Instructional Dean:	7 18%
Curriculum Committee:	3 8%
Ad Hoc Process:	1 3%
Other Needs Assessment:	5 13%

Table 11

Table 11 shows how the colleges develop international business/trade programs. Faculty initiation, advisory committee and business community action, deans of instruction initiatives and student suggestions are ways in which these programs are developed. Few external funds or other means are used.

Table 11

Responses to the Questions of Program Development

Question	Percentage
How Are Courses Developed? (n = 42)	
Faculty Initiative:	13 31%
Student Suggestion:	4 10%
Dean of Instruction:	5 12%
Advisory Committee:	10 24%
Business Community:	8 19%
External Funds:	1 2%
Other Means of Developing Courses:	1 2%

Table 12

Table 12 shows how colleges publicize their international trade/business programs. Class schedules, business and community affiliations, advisory commiteees, press releases and school catalogs are among the methods used. Faculty newsletters or other ways were mentioned.

Table 12

Responses to the Question of How the Program is Publicized

Question	Percentage
How Is The Program Publicized? (n = 63)	
Press Releases:	10 16%
Faculty Newsletter:	3 5%
School Catalog:	10 16%
Class Schedule:	13 21%
Advisory Committee:	11 18%
Business/Community Affiliations	12 19%
No publicity methods developed:	2 3%
Other publicity methods	2 3%

Table 13

Table 13 shows whether or not colleges articulated international business courses with other institutions or agencies.

Articulation was present with public and private schools, community colleges, state colleges and universities, and with private and government agencies.

Table 13

Responses to the Question of Articulation

Question	Percentage
Are the International Business Courses Articulated With: (n = 17)	
Public Schools:	1 6%
Private Schools:	2 12%
Community Colleges:	1 6%
State Colleges/Universities:	6 35%
Government Agencies:	2 12%
Private Industry:	5 29%

Table 14

Table 14 takes into account international business/trade students' ethnographic composition and how it compares to the California community colleges' total student body.

A majority of respondents indicated that their foreign student enrollment is less than 5%. Percentages of students enrolled in business programs are indicated, as are the number of students enrolled in international business and trade classes. Also indicated are the number of colleges which sponsor international exchange programs, students' ages and those who speak one or more foreign languages. Surprisingly few students do if one considers the number enrolled in business programs.

It also seems that a more mature population pursues international business courses.

Table 14

International Business Student Demographics

Question	Responses			
Percentage of Foreign Students? (n = 84)	≤5%	5- 9%	10-14%	15-19%
	66	7	3	3
	79%	8%	4%	4%
	20-24%	25%+		
	2	3		
	2%	4%		
Percentage of Students Enrolled in Business Program? (n = 79)	≤5%	5- 9%	10-14%	15-19%
	5	10	20	20
	6%	13%	25%	25%
	20-24%	25%+		
	12	12		
	15%	15%		
Percentage of Business Students Who Take International Business Courses? (n = 49)	≤5%	5- 9%	10-14%	15-19%
	45	4	0%	0%
	92%	8%	0%	0%
	20-24%	25%+		
	0	0		
	0%	0%		

table continues

Table 14

Question	Responses			
Student Exchange Programs Sponsored? (n = 79)	Yes	No		
	8 10%	71 90%		
Average Age of Students in International Business Courses? (n = 22)	18-22	23-26	27-30	
	3 14%	7 32%	8 36%	
	31-34	35-38	39-42	
	2 9%	1 5%	1 5%	
Percentage of International Business School Students Who Are Foreign (n = 19)	≤5%	5- 9%	10-14%	15-19%
	17 90%	1 5%	0 0%	0 0%
	20-24%	25%+		
	0 0%	1 5%		
Percentage of Student Body Who Speak a Foreign Language (n = 49)	≤5%	5- 9%	10-14%	15-19%
	10 20%	13 27%	9 18%	3 6%
	20-24%	25%+		
	4 8%	10 20%		

Table 15

Table 15 indicates international business/trade faculty characteristics (e.g., their foreign language fluency, employment with international firms) and staff development activities in this area.

Statistics here and all relevant literature suggest that a great number of community college faculty are drawn from their local communities and compared to four-year institutions, may not be prepared for or exposed to international business, languages and intercultural activities.

Table 15

International Business Faculty Demographics

Question	Responses				
Faculty Members Involved in International Business in 1985/86? (n = 46)	0	1	2	3	
	28	10	1	2	
	61%	22%	2%	4%	
	4	5	6	7	8
	1	1	1	1	1
	2%	2%	2%	2%	2%
Fulltime Business Faculty Fluent in Non-English Language? (n = 44)	0	1	2	3	
	16	14	2	3	
	36%	32%	5%	7%	
	4	5	10	50	
	1	4	3	1	
	2%	9%	7%	2%	
Parttime Business Faculty Fluent in Non-English Language? (n = 37)	0	1	2	3	
	17	6	3	4	
	46%	16%	8%	11%	
	5	10	50		
	3	3	1		
	8%	8%	3%		

table continues

Table 15

Question	Responses				
Fulltime Business Faculty Employed in International Firms? (n = 45)	0	1	2	3	
	30 67%	7 16%	3 7%	2 4%	
	5	10			
	1 2%	2 4%			
Parttime Business Faculty Employed in International Firms? (n = 41)	0	1	2	3	
	24 59%	3 7%	7 17%	2 5%	
	6	7	8	10	22
	1 2%	1 4%	1 4%	1 4%	1 4%
Staff/Program Development Offered? (n = 71)	Yes	No			
	8 11%	63 89%			

Table 16

Table 16 gages deans of instruction attitudes toward the importance and effectiveness of international education in the community colleges. Deans were asked to decide if they thought that students would be successful if they completed coursework in these areas: intercultural communications, foreign languages, international trade/business or world geography. They generally agreed that students would be more successful if they enrolled in such courses and most agreed on a student foreign language requirement.

A minority of the sample indicated that international business and trade classes should be required and a majority approved of an intercultural communications requirement. Were community colleges, through coursework, preparing students for international business competition? Generally, the deans thought not.

While this population recognized the importance of preparing students for competence in international business, crosscultural communications, foreign languages and world geography, there was little evidence that the colleges provided the preparation. Deans did not seem to want to make these course requirements for graduation but their comments also indicated that they believed that ethnic study courses met intercultural communications requirements.

Table 16

Perceptions of Deans of Instruction

Question	Rating 1 Strongly Disagree	2	3	4 Strongly Agree
Students Will Be More Successful in Attaining Job or Transferring if Completed Coursework in:				
Intercultural Communications (n = 61)	4 7%	11 18%	35 57%	11 18%
Foreign Language (n = 77)	2 3%	8 10%	40 52%	27 35%
International Business/ Trade (n = 59)	5 7%	19 20%	27 25%	8 42%
World Geography (n = 70)	4 6%	13 19%	44 63%	9 13%
Graduates Should be Required to Complete Courses in:				
International Business/Trade (n = 61)	18 28%	34 53%	10 16%	2 3%
Intercultural Communication (n = 71)	10 14%	19 27%	36 51%	6 9%
Students Are Being Prepared for International Business Competition by:				
International Business/ Trade (n = 69)	22 32%	33 48%	9 13%	5 7%
Foreign Language (n = 77)	9 12%	32 42%	27 35%	9 12%
Intercultural Communication (n = 74)	12 16%	38 51%	18 24%	6 8%

Table 17

Table 17 provides narrative comments and reactions of several respondents.

Table 17

Comments and Reactions

College	Comments
Coastline	We are planning a series of workshops for faculty, through a Title VI-B grant, to develop international trade curriculum.
Consumnes	Embarking on a program for students from Singapore/Malaysia.
De Anza	An ad hoc committee has been formed to study the topic of international trade education.
Foothill De Anza	International student exchange programs are sponsored to London, Paris, Switzerland, Japan.
Fullerton	If four-year schools only accept their courses (international business, foreign languages, and intercultural communication) as upper division, it is unfair to students to require they be taken in lower division and then repeated.
Golden West	College offers consultants, conference money, and curriculum development assistance for staff interested in developing international business curriculum.
Grossmont	Received outside funding from Sears/KAW Development grant for connection with international business program. The college works closely with world trade associations.
Irvine Valley	Sponsors study-abroad programs for students to Paris. Educational development funds available, flex time, faculty projects to encourage development of international education courses.
Long Beach City	Developed curriculum guide for students interested in international business.
Modesto Junior	Although there has been some student interest, it has not been overwhelming.
Monterey Peninsula	Offers study-abroad student program. Have some 200 students enrolled.

Table 17

Sacramento City	International business is an area of interest, and we are presently investigating potential. Specific courses have not yet been identified. Once identified, they will be required as part of the business major.
Saddleback	We are planning international trade courses in the near future. We will have a Fulbright scholar during 1986-87 with international studies background. College received $20,000 from local sources to sponsor a Fulbright scholar. We are sending staff to grant writing workshop and to visit business and industry. Additionally, we are sending staff to Europe to review international trade studies education systems.
San Diego City	We are not doing anything to prepare students to meet the global challenge of international trade.
College of San Mateo	We have foreign students enrollment through college facilities. We need to do more in this area to help our students succeed.
Santa Rosa Junior	This questionnaire doesn't apply to us. An international business curriculum is more appropriate to the immediate Bay Area; we are different from that geography.
Taft	I hope our responses are useful to you; as you can see, we have little or nothing to offer in the area of international business.
Columbia	This subject is so peripheral to our setting and student body at this time that you would be much better off sending it to another dean.
East Los Angeles	Our college is not involved in international trade programs. We had such a program 10 or 12 years ago; no longer relevant.

Limitations

This study is a pioneering venture into an area previously neglected by the California community colleges and may serve as a benchmark for future research in the field. As there are inherent limitations in the use of a questionnaire, any generalizations drawn from the results of this study must be limited to similar circumstances and may not be appropriate for other settings.

Recommendations

On the basis of the findings of this study and supporting literature, the following recommendations are made.

It is recommended that the California State Community College Chancellor's Office:

1. Distill and disseminate the information in this study to all California community colleges to inform them of the current status of courses and programs related to international education.

2. Define and fund an ongoing program to promote international education (e.g., sponsor regional meetings, organize regional consortia, publicize programs and offerings, etc.), to disseminate information to standardize courses and programs, and to allow for complete articulation among all community colleges with regard to these offerings.

3. Define a global mission statement on international education to be coordinated and articulated at the local college level.

4. Develop and disseminate a handbook directory of existing community college services, programs, courses, and activities pertaining to international education.

5. Recommend to colleges that at least one course in international affairs, world trade, or international communcation be a requirement for any degree or certificate given by the college to business students.

6. Solicit categorical funds from the state legislature for the development of international education.

7. Develop a mechanism to tighten articulation between community colleges and four-year institutions in the area of international business.

8. Continue to provide strong leadership by supporting other efforts to conduct further study related to international education.

Much support and assistance was received from the State Chancellor's Office in the preparation, development, design and preliminary research components of this study.

Recommendations to the California community colleges include:

1. Find ways to increase student awareness, interest, and participation in international education courses. This may be done through (a) seminars open to the community, (b) convocations or addresses (e.g., at commencement exercises or career days) sponsoring members of the international buseiness community, and trade representatives from the U.S. Department of Commrce, World Affairs Council, World Trade Council, or from foreign governments to talk to students and faculty; (c) coordinate with local international business firms to provide cooperative work experience and work-study opportunities for students; (d) expand grantsmanship activities to pursue funds from local companies, newspapers, bookstores, or other local businesses with an interest in international affairs, (e) cosponsor international, cultural, or ethnic activities with local Chambers of Commerce or community agencies; (f) request local radio and television stations to initiate forums addressing international business and international business education; (g) offer a series of short-term international trade seminars, mini-study abroad or semester-at-sea courses in popular foreign places; (h) develop an honors program with special emphasis on international business/trade education and international affairs.

2. Conduct student needs assessments to determine interest levels in international education, particularly at specialized functions oriented toward international/intercultural affairs.

3. Increase faculty incentive to internationalize coursework. Provide inservice training for faculty which includes exchanges or visits to local international firms. Offer grantsmanship in international trade.

Provide much-needed staff development and interdisciplinary curriculum development activities to enable faculty to respond to future economic, educational, political, and social needs of the local community.

Provide on-campus technical assistance to help faculty develop new and adapt existing curricula to meet the special needs of local business firms and students in the area of international business/trade education.

Some of these recommendations can be implemented through a minimum of additional institutional resources simply by reassigning under-utilized or under-loaded faculty.

4. Develop new international business curricula and modify existing coursework to meet the ever-increasing needs of business students and the business community.

5. Collaborate with business and professional organizations, world trade councils, the Department of Commerce, Small Business Administration, and the World Affairs Council, to define new international business/trade programs.

6. Expand the curricula for students in areas of international education, foreign languages, and intercultural communication.

7. Develop linkages or consortia efforts with other colleges offering international education courses. Work to develop a mechanism for cooperation and cost-effectiveness means of sharing resources in the area of international education.

8. Develop greater linkage with the local business community by requesting local international businesspersons to serve on college advisory committees.

9. Designate someone as the on-campus coordinator for international business education and provide the necessary resources, release time, and support to assist with the development of international business/trade education and related activities.

10. Work to develop a system of funding at the state level which will establish categorical funds for international education courses, programs, and activities at the community colleges.

11. Adopt a policy statement to clarify and confirm institutional commitment to international education.

Recommendations to other researchers include:

1. Replicate this study, which is the first comprehensive effort of its kind in the California community colleges, on a periodic basis at least once every five years. Specific information relative to growth or decline in international business/trade programs and courses and associated activities should be analyzed on an on-going basis.

2. Use this study as a model for a followup study to be conducted in 1990. Some alteration and modification in the instrument will be necessary if it is to be relevant.

3. Update the questionnaire to focus specifically on isolated disciplines or curricular offerings in the international education realm. The most likely specific areas needing further attention are foreign languages, multicultural education, intercultural communications, student/faculty exchange, and other associated offerings. It is recommended that any future study specifically address these areas in more detail.

4. Shorten the questionnaire. The section on college demographics was not crucial for the purposes of this study and should be omitted in the future. Several deans commented that the questionnaire was too lengthy and broad. A tighter focus to the questionnaire could be given by omitting those questions that did not provide useful information.

5. Conduct similar studies with local business communities to assess their needs and future directions. The community colleges have traditionally been concerned with the needs and interests of their local communities, but it is necessary to update course offerings periodically to stay abreast of the ever-changing economic trade conditions worldwide and to offer realistic and practical training for students.

Conclusion

The information that has been gleaned from this study will be valuable to provide individual colleges with information to compare and contrast the impact or relevance of international business/trade among institutions, including their own. The practices of other colleges offering international business/trade-course programs and associated activities will provide necessary and timely information for those institutions interested in starting or improving local programs.

The statistical data, as well as the comments and reactions from the deans of instruction, will provide the individual community colleges with information about the status of their own international business courses and programs within the total context of the 106 California community colleges. Such information can make a valuable contribution toward filling the current research gap existing in the California community colleges in the area of international education.

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APPENDIX A

List of California Community Colleges

Table A.1

California Community Colleges
(N = 106)

Allan Hancock	Golden West
American River	Grossmont
Antelope Valley	Hartnell
Bakersfield	Imperial Valley
Barstow	Indian Valley
Butte	Lake Tahoe
Cabrillo	Laney
Canada	Lassen
Cerritos	Long Beach
Cerro Coso	L.A. Trade-Technical
Chabot	L.A. City
Chaffey	L.A. Harbor
Citrus	L.A. Mission
C.C. of San Francisco	L.A. Pierce
Coastline	L.A. Southwest
College of Alameda	L.A. Valley
College of Marin	Los Medanos
College of San Mateo	Mendocino
College of the Canyons	Merced
College of the Desert	Merritt
College of the Sequoias	Mira Costa
College of the Siskiyous	Mission, Santa Clara
Columbia Junior College	Modesto Junior College
Compton	Monterey Peninsula
Contra Costa	Moorpark
Costa Mesa	Mount San Antonio
Consumnes River	Mount San Jacinto
Crafton Hills	Napa
Cuesta	Ohlone
Cypress	Orange Coast
De Anza	Oxnard
Diablo Valley	Palo Verde
East Los Angeles	Palomar
El Camino	Pasadena City College
Evergreen Valley	Peralta
Feather River	Porterville
Foothill	Reedley
Fresno City College	Rio Hondo
Fullerton	Riverside City College
Gavilan	Sacramento City College
Glendale	Saddleback

table continues

San Bernardino Valley	Sierra
San Diego City	Skyline
San Diego Evening College	Solano
San Diego Mesa	Southwestern
San Diego Miramar	Taft
San Joaquin	Ventura
San Jose City	Victor Valley
Santa Ana	Vista
Santa Barbara City	West Hills
Santa Monica	West Los Angeles
Santa Rosa Junior College	West Valley
Shasta	Yuba

Note: Taken from California Community College Directory, 1984, State Chancellor's Office

APPENDIX B

Cover Letter & Questionnaire

Vista College
Offices, 2020 Milvia Street
Berkeley, California 94704
(415) 841-8431

November 15, 1985

Dear Colleague:

Your college has been selected as one of the California community colleges to be included in a study to evaluate the perception of deans of instruction relative to international business courses and programs. The data collected will be beneficial to Vista College and used for future planning by the California Community College Chancellor's Office. The study has been approved by the California Community College Chancellor's Office and the San Francisco Bay Area International Trade Institute Advisory Council.

Neither your college nor any individual in the study will be identified. All responses will be handled confidentially. Each participating college will receive an abstract of the study's results unless otherwise indicated on the questionnaire.

Enclosed is a questionnaire designed to complete the study which calls upon your experience to make "educated guesses" about the future direction of your college relative to international education. Although the questionnaire is of a comprehensive nature, the questions are primarily in the multiple-choice format so that the entire instrument should not take more than a few minutes to complete.

I would apppreciate your completing the questionnaire and returning it in the enclosed envelope no later than

November 30. If you wish a copy of the completed study, please so indicate on the questionnaire.

Sincerely,

Santiago V. Wood
Acting Dean of Instruction

Enclosures: questionnaire
return envelope

cc: California Community Colleges
Mr. Gus Guishard, Vice Chancellor
Mr. Allen, Petersen, Dean of Instruction

Port of Oakland International Trade Division
Mr. Patrick Ryan, Asst. Deputy Director

CHANCELLOR'S OFFICE
CALIFORNIA COMMUNITY COLLEGES
1107 Ninth Street
Sacramento, California 95814
(816) 322-4656

December 30, 1985 PE&A MEMO 85/25

TO: Selected Chief Instructional Officers

FROM: Allan L. Petersen, Administrator
Program Evaluation and Approval

SUBJECT: International Business/Trade Education Survey

In recent years we have all become more aware of the greater impact on our lives of the global economy. Daily we read of import barriers and quotas and imbalances in foreign trade. Community colleges have recognized such issues through adaptation of existing curricula and occasionally the development of new programs.

Dean Santiago Wood of Vista College has prepared a survey instrument to assess the level of activity at community colleges addressing the growing interest in international trade and business. I have attached a copy of the questionnaire. If you have not already responded, please take the time to do so. The Chancellor's Office is interested in the results of the study and any recommendations which might be derived. We have awarded a Fund for Instructional Improvement grant to Vista College for curriculum development in this field and believe that systemwide interest should be encouraged.

ALP:cf

Attachment

cc: Joshua L. Smith
Gus Guichard

CALIFORNIA COMMUNITY COLLEGES
INTERNATIONAL BUSINESS/TRADE EDUCATION PROGRAMS
SURVEY

(1-3) ☐☐☐

(FALL, 1985)

Your prompt response to these questions will assist California Community Colleges to develop new curriculum and provide existing courses with modules on international education.

Name of College _____

Address _____

Name and Title of Contact Person _____

_____

Telephone Number ( ) _____

CATEGORY I - COLLEGE DEMOGRAPHIC DATA

(4) 1.1 How would you describe your college? (please check one).

1. ☐ Urban
2. ☐ Surburban
3. ☐ Rural
4. ☐ Other (please specify) _____

(5) 1.2 How would you describe your college district? (please check one).

1. ☐ Single college
2. ☐ Single college multiple campuses
3. ☐ Multi-college: please list other colleges _____

_____

(6) 1.3 How large is the student body? (please check one).

1. ☐ fewer than 500 students
2. ☐ 500 - 999
3. ☐ 1,000 - 2,999
4. ☐ 3,000 - 4,999
5. ☐ 5,000 - 9,999
6. ☐ 10,000 or more

(7) 1.4 What percentage of the student body is part time? (check one)

1. ☐ less than 5%
2. ☐ 5 - 14%
3. ☐ 15 - 19%
4. ☐ 20 - 29%
5. ☐ 30 - 39%
6. ☐ 40 - 49%
7. ☐ 50% or over

1.5 What is the approximate ethnic breakdown of your community? (please give percentages).

(8-9)	☐☐	Asian	(14-15)	☐☐	Hispanic
(10-11)	☐☐	Caucasian	(16-17)	☐☐	Black
(12-13)	☐☐	American Indian	(18-19)	☐☐	Other

1.6 What is the approximate ethnic distribution of the student body? (please give percentages).

(20-21)	☐☐	Asian	(26-27)	☐☐	Hispanic
(22-23)	☐☐	Caucasian	(28-29)	☐☐	Black
(24-25)	☐☐	American Indian	(30-31)	☐☐	Other

CATEGORY II - CURRICULUM CONSIDERATIONS

(32) 2.1 Does your college presently offer courses in business and economics related to international business/trade? (check one)

1.☐ Yes 2.☐ No

2.2 If your college has offered any of the following courses between 1980 and 1985, please fill in the boxes with (a) the year the course was first offered, and (b) enrollment for the most recent year the course was offered.

	Year First Offered	Enrollment
International Business	(33-34)☐☐	☐☐☐☐(57-59)
International Communication	(35-36)☐☐	☐☐☐☐(60-62)
International Economics	(37-38)☐☐	☐☐☐☐(63-65)
International Letters of Credit	(39-40)☐☐	☐☐☐☐(66-68)
International Marketing	(41-42)☐☐	☐☐☐☐(69-71)
International Trade Finance	(43-44)☐☐	☐☐☐☐(72-74)
International Trade Procedures and Application	(45-46)☐☐	☐☐☐☐(75-77)
Careers in International Business	(47-48)☐☐	☐☐☐☐(78-80)
Export Documentation	(49-50)☐☐	☐☐☐☐(81-83)
Import/Export Business	(51-52)☐☐	☐☐☐☐(84-86)
Cross Cultural Business Practices	(53-54)☐☐	☐☐☐☐(87-89)
World Geography	(55-56)☐☐	☐☐☐☐(90-92)

Other(s) please specify _____

(4) 2.3 Are you planning to offer any international business/trade course(s) in the future?

1. ☐ Yes

2. ☐ No --> (please go to question 2.10)

2.4 If yes, please indicate approximate date and name of course

_____

_____

(5) 2.5 Are any of the courses listed in 2.4 required for students majoring in business?

1. ☐ Yes

2. ☐ No

2.6 If yes, please list course(s) _____

_____

(6) 2.7 What are the enrollment trends in international business/trade courses?

1. ☐ enrollment is increasing

2. ☐ enrollment is decreasing

3. ☐ enrollment remains even

2.8 Are the international business/trade courses articulated with any of the following? (please check all that apply)

(7) ☐ Public Schools

(8) ☐ Private Schools

(9) ☐ Community Colleges

(10) ☐ State Colleges and Universities

(11) ☐ Government Agencies (military, Dept. of Commerce, SBA)

(12) ☐ Private Industry (chambers of commerce, PIC, World Trade Council)

(13) 2.9 Are students in business required to successfully complete a course in international business/trade as a requirement for graduation?

1. ☐ Yes

2. ☐ No

(14) 2.10 Are students required to successfully complete a foreign language course as a requirement for graduation?

1. ☐ Yes --> (please go to 2.11)

2. ☐ No --> (please go to 3.1)

2.11 Which language(s) are acceptable for such requirements? (check all that apply)

(15) ☐ French

(16) ☐ Hindi

(17) ☐ Japanese

(18) ☐ Malay

(19) ☐ Tagalog

(20) ☐ German

(21) ☐ Italian

(22) ☐ Korean

(23) ☐ Mandarian

(24) ☐ Other _____

(25) 2.12 Are students majoring in business required to successfully complete a course in cross-cultural or multi-cultural understanding as a requirement for graduation?

1. ☐ Yes

2. ☐ No

2.13 If yes, please list course(s) _____

(If your college does not offer international trade/business programs, please go to Category IV.)

CATEGORY III - INSTITUTIONAL POLICY AND ORGANIZATIONAL CONCERNS

3.1 Which office(s) supervises international business/trade education courses or programs at your college? (please check all that apply)

(26) ☐ Office of Instruction

(27) ☐ Office of Student Services

(28) ☐ Community Services & Continuing Education

(29) ☐ Other (specify) _____

(30) 3.2 Has someone been designated to coordinate international business/trade courses on your campus?

1. ☐ Yes

2. ☐ No

If yes, please give person's name and title:

Name _____ Title _____

Telephone ( ) _____

(31) 3.4 Has your college developed written materials (brochures, policy statements, memorandums, surveys, official college records, organizational charts, descriptive papers, or any other published or unpublished items) relating to international business education?

1. ☐ Yes

2. ☐ No

(32) 3.5 Does your college have any long range plans for the development of international business education? (check one)

1. ☐ Yes

2. ☐ No .--> (please go to IV)

(33) 3.6 Has a process been established to address internationalization of the curriculum? (check one)

1. ☐ Formal process used (specify) _____

2. ☐ Informal and ad-hoc process used _____

3. ☐ No structured process established

3.7 The need for international business/trade programs was established and documented in the following manner: (please check all that apply)

(34) ☐ Student need assessment

(35) ☐ Advisory committee or community group

(36) ☐ Faculty initiative

(37) ☐ Industry needs assessment

(38) ☐ Instructional Dean

(39) ☐ Curriculum committee

(40) ☐ Ad-hoc process (please specify) _____

(41) ☐ Other (please specify) _____

3.8 Has your college developed community activities relevant to international business education? (check all that apply)

(42) ☐ Private industry liaison (Chambers of Commerce, etc.)

(43) ☐ Participation in cultural or ethnic activities

(44) ☐ Foreign student exchange programs

(45) ☐ Faculty abroad or overseas study programs

(46) ☐ International grantsmanship

CATEGORY IV - ADMINISTRATIVE/INSTRUCTIONAL CONSIDERATIONS

4.1 What do you perceive as the most common problem(s) preventing your college from offering or developing international business education courses or program?

	not critical				very critical	
Availability of qualified faculty	1	2	3	4	5	(47)
Lack of community interest	1	2	3	4	5	(48)
Lack of faculty interest	1	2	3	4	5	(49)
Lack of student interest	1	2	3	4	5	(50)
Difficulty in administering program or course	1	2	3	4	5	(51)
Lack of administrative support	1	2	3	4	5	(52)
Lack of funds	1	2	3	4	5	(53)
Insufficient information available	1	2	3	4	5	(54)
Low instructional priority	1	2	3	4	5	(55)
Competition from other 2-year or 4-year colleges	1	2	3	4	5	(56)
Other (specify) _____	1	2	3	4	5	(57)

(If your college does not offer international trade/business programs, please go to Category VI.)

4.2 How are the international business/trade courses treated at your college? (please check all that apply)

(58) ☐ Regular offering in the business curriculum

(59) ☐ Non-credit offering

(60) ☐ Community services/continuing education

(61) ☐ Other (specify) _____

(62) 4.3 Does your college have a separate budget for the international business/trade programs?

1. ☐ Yes

2. ☐ No --> (please go to question 4.5)

(63) 4.4 If yes, please check the dollar amount.

1. ☐ $0 - 5,000
2. ☐ $6,000 - 9,999
3. ☐ $10,000 - 15,000
4. ☐ $20,000 and over

4.5 Have you receive any outside funding or grants in connection with any of your international business/trade programs or activities? (check all that apply)

(64) ☐ Federal

(65) ☐ State

(66) ☐ Local

(67) ☐ Other (specify) _____

CATEGORY V - PROGRAM DEVELOPMENT/DISSEMINATION CONSIDERATIONS

5.1 How are international business courses developed at your college? (check all that apply)

(68) ☐ Faculty initiative

(69) ☐ Student suggestion

(70) ☐ Dean of instruction

(71) ☐ Advisory committee

(72) ☐ Business community

(73) ☐ External funds

(74) ☐ Consortium arrangement with other colleges

(75) ☐ Other (specify) _____

5.2 What means are used to keep students, faculty, administration, staff staff and community informed about international business education courses and programs? (please check all that apply)

(76) ☐ Press releases

(77) ☐ Faculty newsletter

(78) ☐ School catalog

(79) ☐ Class schedule

(80) ☐ Advisory committee

(81) ☐ Business and community affiliations

(82) ☐ Institution has not developed method to publicize courses

(83) ☐ Other (specify) _____

_____

(84) 5.3 Are any foreign-related, community oriented activities offered at your institution?

1. ☐ Yes

2. ☐ No --> (please go to question 5.5)

5.4 If yes, please check all that apply.

(85) ☐ International business workshops/seminars

(86) ☐ Art/cultural shows

(87) ☐ Trade fairs/festivals

(88) ☐ Entertainment programs (ethnic or cultural dances, programs, performances, concerts, etc.)

(89) ☐ Other (specify) _____

5.5 What is the status of international business courses at your college? (please check all that apply)

(90) ☐ Required for transfer students

(91) ☐ Required for non-transfer students

(92) ☐ Required for A.A. degree

(93) ☐ Required for certificate in Business

(94) ☐ Elective

5.6 If you checked any of the above, please list international courses.

_____

_____

CATEGORY VI - STUDENT CHARACTERISTICS

(4) 6.1 What percentage of the student body is represented by foreign students?

1. ☐ less than 5%

2. ☐ 5 - 9%

3. ☐ 10 - 14%

4. ☐ 15 - 19%

5. ☐ 20 - 24%

6. ☐ 25% or over

(5) 6.2 What percentage of the total student body is enrolled in the business program (check one)

1. ☐ less than 5%
2. ☐ 5 - 9%
3. ☐ 10 - 14%
4. ☐ 15 - 19%
5. ☐ 20 - 24%
6. ☐ 25% or over

(6) 6.3 What percentage of students enrolled in the business program take international business/trade courses?

1. ☐ less than 5%
2. ☐ 5 - 9%
3. ☐ 10 - 14%
4. ☐ 15 - 19%
5. ☐ 20 - 24%
6. ☐ 25% or over

(7) 6.4 Are international student exchange programs sponsored by the college?

1. ☐ Yes
2. ☐ No

6.5 If yes, please specify

_____

(8) 6.6 What is the average age of students enrolling in the international business/trade courses?

1. ☐ 18 - 22
2. ☐ 23 - 26
3. ☐ 27 - 30
4. ☐ 31 - 34
5. ☐ 35 - 38
6. ☐ 39 - 42
7. ☐ 42 or over

(9) 6.7 What percentage of students enrolling in international business/ trade courses are foreign students?

1. ☐ less than 5%
2. ☐ 5 - 9 %
3. ☐ 10 - 14%
4. ☐ 15 - 19%
5. ☐ 20 - 24%
6. ☐ 25% or over

(10) 6.8 What percentage of your student body speaks a foreign language?

1. ☐ less than 5%
2. ☐ 5 - 9%
3. ☐ 10 - 14%
4. ☐ 15 - 19%
5. ☐ 20 - 24%
6. ☐ 25% or over

CATEGORY VII - FACULTY CHARACTERISTICS

7.1 What is the total number of faculty involved in teaching international business/trade courses during the 1985/86 academic year?

(11-12) ☐☐

7.2 How many faculty members in the Business program are fluent in a language other than English?

(13-14) ☐☐ Total full-time faculty

(15-16) ☐☐ Total part-time faculty

7.3 How many faculty members in the Business program have been employed with international firms?

(17-18) ☐☐ Total full-time faculty

(19-20) ☐☐ Total part-time faculty

(21) 7.4 Does your college offer any staff and/or program development (in-service) activities for faculty or staff interested in developing international business education courses?

1. ☐ Yes
2. ☐ No

7.5 If yes, please indicate the type of activity: _____

_____

7.6 Does your college engage in any of the following activities to promote internationalization of the curriculum? (please check all that apply)

(22) ☐ Overseas or study abroad program for students

(23) ☐ Overseas or study abroad program for faculty

(24) ☐ International education consortium

(25) ☐ International grantsmanship

(26) ☐ Cross-cultural exchanges

(27) ☐ Fulbright scholar

(28) ☐ Overseas technical assistance programs

(29) ☐ Other (specify) _____

CATEGORY VIII - PERCEPTION OF CHIEF INSTRUCTIONAL OFFICER

Please circle the number that most nearly represents your opinion on the following statements:

For these questions use the following response scale:
SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, U=Undecided

8.1 Do you believe that students at your college will be more successful at obtaining a job and transfering to a 4-year college if he/she had completed one of the following courses?

	SA 1	A 2	D 3	SD 4	U 0	
Intercultural communications						(30)
Foreign language	1	2	3	4	0	(31)
International business (trade)	1	2	3	4	0	(32)
World geography	1	2	3	4	0	(33)

8.2 Graduates of California community colleges should be required to complete at least one course in the following subject areas:

	SA 1	A 2	D 3	SD 4	U 0	
Foreign language						(34)
International business (trade)	1	2	3	4	0	(35)
Intercultural communications	1	2	3	4	0	(36)

8.3 The California Community Colleges are preparing students to meet the global challenge of international business competition by way of course content in:

	SA 1	A 2	D 3	SD 4	U 0	
International business (trade)						(37)
Foreign language	1	2	3	4	0	(38)
Intercultural communication	1	2	3	4	0	(39)

SPECIAL NOTES:

Thank you for taking the time to complete the survey. I would appreciate receiving any written materials (brochures, policy statements, memorandums, surveys, official college records, organizational charts, descriptive papers) or any other published or unpublished items relating to international business education from your college.

(40) Please check the one that applies:

1. ☐ I'm interested in receiving a copy of the results.
2. ☐ I'm not interested in receiving a copy of the results.

PLEASE RETURN TO:

Santiago V. Wood
Dean of Instruction
Vista College
2020 Milvia Street
Berkeley, CA 94704

APPENDIX C

Examples of Letters of Support for Vista Community College International Business Program

2509 JONES
SAN FRANCISCO, CA 94133 U.S.A.
415 474-9333
TELEX #230199
SWIFT UR
ATTN: XNI

February 26, 1986

Carey Marshall
International Trade Institute
2020 Milvia Street
Berkeley, CA 94704

Dear School Administrators,

This letter is in support of the International business courses offered at Vista College, and the people who have organized ITI. The International Trade Institute is a program which is very much needed. It is a logical approach to educating people in the areas of Foreign trade. This is obviously a crucial industry which has been overlooked by the education system at large.

We started an export company in late 1984 and have since been gathering information and setting up our business. We searched all over the Bay Area for classes and were surprised at how few there were. Finally, we heard about Vista's course on letters of credit and then discovered the other courses offered. This is our second semester. We are working towards our completion certificate. So far we have taken: Export Trade Companies, International Trade Procedures, Letters of Credit, International Marketing and several one day classes. We eagerly look forward to the rest of the classes and wouldn't miss any of them.

I just want to say that we have benefited tremendously from the information. I hope to see more programs like this all over California and throughout the United States. Let's help the educators keep this going.

Sincerely,

Amy Bedrick

Amy Bedrick

San Francisco Community College District
City College of San Francisco/Community College Centers

Hilary Hsu
Chancellor Superintendent

October 11, 1984

Dr. John Meyer, Specialist
Fund for Instructional Improvement
Chancellor's Office
Program Evaluation and Approval Unit
1107 - 9th Street
Sacramento, Ca., 95814

RECEIVED
OCT 15 1984
VISTA

Dear Dr. Meyer:

The San Francisco Community College District enthusiastically supports the Vista College proposal submitted to the Chancellor's Office Fund for Instructional Improvement to develop a San Francisco-Bay Area Community College Consortium on International Education.

We believe that this is a proposal worthy of your consideration for several reasons: (1) It meets the guidelines and criteria for 1984-85 Fund for Instructional Improvement proposals in that it will have regional involvement of community colleges and will be mutually beneficial to them by providing much needed staff development and interdisciplinary curriculum development activities; (2) It responds to future economic, educational, political, and social needs of the Bay Area; (3) It addresses an important role for Bay Area California Community Colleges by recognizing the need to develop courses and programs that have an international perspective if we are to meet the future educational needs of our students and of our business community.

The San Francisco Community College District has just completed an Educational Master Plan, Directions for the '80s. A chapter of this plan entitled "A View Towards the Future: Forecasts and Projections" has several references to the important role of international education. The following two citations clearly support the thrust of the Vista College proposal:

> "The American economy is quickly shifting to a global economy. The next decade will see not only increased foreign competition but also an increase of international cooperative ventures and production sharing. California, as a gateway to the Pacific Rim nations, will become a trend-setter in cooperative international ventures." (p.2.9)

33 Gough Street
San Francisco, California 94103
(415)

Governing Board
San Francisco Community College District
Dr. Tim Wolfred, President
John Riordan, Vice President
Ernest "Chuck" Ayala Amos C. Brown, Sr.
Robert E. Burton
Julie Tang Alan S. Wong
Hilary Hsu, Chancellor Superintendent

> "With the United States' shift from a national to a global economy, postsecondary education will play an increasingly important role in educating students to develop a "global mentality." Students may need to become bi-lingual or multi-lingual, to develop a greater understanding of and sensitivity to different cultures, values, and lifestyles, and have a broader understanding of the global political, social, and economic issues which will affect their lives." (p.2.17)

As an institution which already serves the multi-ethnic, pluralistic society of the future, the San Francisco Community College District is now in the process of implementing strategies to increase the international perspective of our students and faculty. The Vista College proposal will provide a mechanism for regional cooperation and a cost-effective means of achieving an important goal.

For the above reasons, we strongly urge you and your committee to give this proposal every consideration.

Sincerely,

HH:rr

Hilary Hsu
Chancellor Superintendent

cc: Donald H. Godbold, Chancellor, Peralta Community College District
John Holleman, President, Vista College
Santiago Wood, Assistant Dean of Instruction, Vista College

Fremont-Newark
Community College
District

OHLONE
COLLEGE

January 16, 1986

Santiago V. Wood, Director
International Trade Institute
Vista College
2020 Milvia Street
Berkeley, CA 94704

RE: Evaluation of December 13, 1985 Conference:
Internationalizing Bay Area Community Colleges

Dear Dr. Wood:

I am sorry for the delay in getting my evaluation response to you. There was not an evaluation form in my package. I hope you will accept my feedback on this late date.

There were three other counselors from Ohlone College who requested to attend your conference. Unfortunately for them their request was denied. Fortunately, I was approved to attend and can unequivocally say to you and my co-workers that the outcome of your December 13th conference on Internationalizing Bay Area Community Colleges can be summed up in one word--Successful! Congratulations to you and your staff for all the hard work and effort you put into a worthwhile conference.

I have enthusiastically shared with some of my co-workers information I received from your conference. There appears to be a great deal of interest.

I was at a conference at Foothill College a week after your conference and shared some information with the staff there. I promised Jene Bray, Career Center Director (408) 960-4229, that I would send her some information. I am leaving for sabbatical on Friday, the 24th of January, and I have not followed through on my promise. Could you please contact her and/or send her information about the program. She is also interested in how you get funded. Foothill College has a Career Center and has lots of innovative programs, and it seems that Jene would be an excellent person to contact.

43600 Mission Blvd
P.O. Box 3909
Fremont CA 94539
•
(415) 659-6000

On a scale of 0-10, with ten being excellent, I would give all your guests and presenters a 10. I was impressed with the support the program has from the Federal level and from people from the community college level--Ernie Berg and Dr. Godbold. I hope you do not evaluate the program based on the number of people who attended; this would be unfair and unfortunate.

My recommendations for your next conference would be: (1) have conference during the week and perhaps at the site of one of your sponsors; (2) make films available so schools can rent or borrow for their respective campuses.

Good luck on your next conference.

Sincerely,

Jack Peters

Jack Peters
Assistant Professor/Counselor

JP:jc

San Francisco School Volunteers

EXECUTIVE DIRECTOR
Sandra L. Treacy

Robert F. Alioto
Honorary Chair

William McMurray
Honorary Board Member

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Ruth Klompus
Judy Miller
Ellie Miller
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Advisory Council
George Ballou
Gretchen de Boubigny
Katie Cardinal
Donna Casey
Jim Dodge
Francoise Reishhacker
Terry Lowry
Diane Morris
Louise Renne
Fred Wehrmann, Jr.

January 8, 1986

Santiago V. Wood, Dean
Office of Instruction
Vista College
2020 Milva
Berkeley, CA 94704

1/13 — To
Copies To
Michael Wilson
Paula Lafferty
Craig Marshall
(Craig to Follow-up)

Dear Mr. Wood,

I enjoyed your presentation at the Conference for Internationalizing Bay Area Community Colleges. Although I was not able to stay for lunch and the afternoon presentations, I was impressed by the scope of the morning presentations and the commitment of the presenters.

As the coordinator for Project Interconnections, a foreign language enrichment program in San Francisco public high schools, I am involved in helping internationalize the high school foreign language curriculum by placing native-speaking language volunteers and cultural presenters in the classroom.

I am enclosing an abstract of Project Interconnections for your information and would like to invite you to participate as an Advisor, helping find guest speakers to make presentations to students about foreign cultures, native volunteers and companies interested in using gifted high school volunteers as interns.

I would be interested in talking to you about the possibility of your participation in Project Interconnections.

Please give me a call at your earliest convenience.

Sincerely,

Michele Stadmiller

Michele Stadmiller
Project Coordinator
Project Interconnections

Enclosures

MS: fm

135 VAN NESS AVENUE, ROOM 20-A, SAN FRANCISCO, CA 94102
(415) 864-4223

APPENDIX D

American Association of Community and Junior Colleges
Statement of the Role of International/Intercultural
Education in Community Colleges

American Association of Community and Junior Colleges
Statement on the Role of International/Intercultural
Education in Community Colleges

The interdependence of the peoples and nations of the world is an expanding dimension of 20th-century life. Education for international/intercultural understanding has thus become imperative for Americans. The urgency of world issues confronting the United States increases the need for an internationally aware and competent citizenry to understand and function within the diverse cultures and systems of our country and of the world.

To create this competent citizenry, international education must receive increased emphasis. Community colleges are in a strategically strong position to undertake this challenge, due to their contact with American communities.

Therefore, the American Association of Community and Junior Colleges encourages community, junior, and technical colleges to establish clear institutional goals and policies regarding international/intercultural education that advocate the values of the international dimension throughout the total institutional program.

The American Association of Community and Junior Colleges recognizes the need for providing appropriate support services within its capabilities and structure to assist in the development of international and intercultural education in community, junior, and technical colleges.

The American Association of Community and Junior Colleges recognizes and accepts the responsibility to provide leadership in interpreting and supporting the role of two-year, community-based institutions in international education.

APPENDIX E

Position on the Role of the
American Association of Community and Junior Colleges
in International Education

A Position Paper on the Role of
The American Association of Community and Junior Colleges
in International Education

Introduction

International/intercultural[a] education is a term which encompasses a number of educational activities, most commonly including the following programs: an overall curriculum with global dimensions, foreign language programs, cultural and ethnic studies, study-abroad programs, foreign students on U.S. campuses, faculty exchange programs, community forums on foreign-policy issues, and the provision of technical assistance to other countries.

However all-pervasive and sometimes ill-defined international education is, its advocacy is based on the need to enhance the international/intercultural understanding of Americans, to build foundations for a well-informed citizenry, and to enrich the lives of students and learners.

The efforts of community colleges in international education are noteworthy. Their educational programs have been cited in national publications, such as the recent Handbook of Exemplary Programs and one of its companion volumes, The World in the Curriculum, produced by the

[a]For ease, the term international education is used throughout most of this paper to denote intercultural as well as international education.

Council on Learning. A number of community colleges have received program development grants from the Department of Education and the National Endowment for the Humanities. Many have sponsored citizen forums on foreign policy issues in collaboration with the Foreign Policy Association and the Department of State. Some sponsor study-abroad programs. Of the entire undergraduate foreign-student population in the United States, approximately 30% is enrolled in two-year colleges. Also, community colleges provide countless numbers of refugees with higher education opportunities.

The Role for the Association of International Education

The stated mission of the American Association of Community and Junior Colleges is to exert leadership, act as advocate, and provide services in support of the community, junior, and technical colleges, as these colleges deliver accessible educational opportunities designed to address the needs of the individual organizations and communities forming their constituencies.

These very roles of leadership, advocacy, and provision of services have direct application to the field of international education. Leadership is needed to provide direction as the populist dimension of international education assumes increasing urgency.

Advocacy is necessary because there is no other national organization which will represent community-college

concerns, needs, and problems as accurately and as vigorously as the American Association of Community and Junior Colleges.

Services are needed to assist the majority of community colleges still uncommitted to international education. Withdrawal of the American Association of Community and Junior Colleges' leadership, advocacy, and services in international education would, at the least, dull the international dimension in community colleges and diminish opportunities for our students to become well informed. The "populist movement" in international education would likely suffer a setback as well, and the communication linkages with educators from other countries would be damaged also.

Thus, the American Association of Community and Junior Colleges should continue its commitment to international education and improve its services to community colleges in the following ways. Recommendations 2 through 11 were formulated along the lines of the general goals which the American Association of Community and Junior Colleges Board of Directors approved at its August 1981 meeting.

Recommendations

1. Affirm that the goals of international education are consonant with the Association's mission and goals by adopting an appropriate policy statement on international education. This is not a new recommendation, and it is one

which received national attention in 1978 in the report of an American Association of Community and Junior Colleges-sponsored colloquium on the community college in international education. Entitled Internationalizing Community Colleges, the report states

> We recommend to the American Association of Community and Junior Colleges that it should develop, through its leadership, a national mission statement and rationale on the role of community colleges in international and intercultural education.

2. Enhance international understanding of community colleges by developing a public information program and network. Embassies, international organizations, and national organizations in the field of international education would be target audiences.

3. Advocate both federal and private support for the development of international studies and foreign languages in community colleges. Grant programs of the Department of Education, National Endowment of the Humanities, the Funds for the Improvement of Post-Secondary Education, and the Fulbright Exchange Programs should be given special attention to insure that their mandates, policies, and practices encompass the needs of community colleges.

4. Promote the integration of international dimensions throughout the community college by developing services to provide direct assistance. Some specific services could include the development of: (a) a consultant/in-service

training network, (b) a short-term faculty-abroad program, (c) a how-to-do-it handbook of international program modules, and (d) a survey of the involvement of community colleges in international education and technical assistance programs.

5. Represent the interests of community colleges to other private national organizations in the field of international education such as the National Association for Foreign Student Affairs, the Council on International Educational Exchange, the Institute of International Education, etc., to encourage their programs and services be applicable, where possible, to the community-college student population.

6. Develop and enhance the working relationships with counterpart organizations overseas to facilitate exchange of information and assist the American Association of Community and Junior Colleges-member colleges in their student and staff exchange activities.

7. Encourage and assist community colleges in focusing on developing or improving programs and services to meet the needs of ethnic groups, refugees and immigrants, and foreign students, to the best of their abilities.

8. Survey the programs of foreign languages in occupational curricula to determine their effectiveness in meeting employer needs. Encourage greater attention be paid by individual colleges and national organizations to the

importance of teaching students "functional second-lanuage fluency."

9. Continue to offer the following services: (a) the sponsorship of public forums and professional development workshops, (b) identification of consultants and resource people, (c) the production of publications, (d) assistance in arranging meetings with embassies and Washington-based organizations, and (e) informing American Association of Community and Junior Colleges members of pertinent events and resources in international education.

10. Collaborate, where appropriate, with other organizations to pursue common objectives in the area of international education.

11. Promote membership in the American Association of Community and Junior Colleges International/Intercultural Consortium and continue to provide the I/IC secretarial services.

12. Develop strategies to continue support of the American Association of Community and Junior Colleges Office of International Services.

APPENDIX F

Thirty-One Ideas for Initiating International Work

Thirty-One Ideas for Initiating International Work

1. Maintain your own personal network of overseas contact people. Stay in touch by letter or at times by phone. Work through these people contacts.

2. Join the international division of a professional organization to which you now belong, e.g., PODCAN, AERA, ASTD, or AECT international divisions (WHAT DO THESE STAND FOR??).

3. Scan journals for expressed and latent needs for overseas work.

4. Be aware of local proposals with international potential, and volunteer to assist.

5. Write a paper for an international conference. Deliver it in person.

6. Search out the international programs office on your own campus. Explain your interest to the director. Provide background information for their files.

7. Send an application and/or a resume to international organizations, e.g., FAD, UNESCO, USAID (WHAT DO THESE STAND FOR??).

8. Meet with counterparts in international organizations. Find a person who does the sort of work you do, and exchange war stories. Express availability to help solve some pressing problem <u>now</u>.

9. Work through international students (and former students) for contacts.

10. Join associations with international purposes, e.g., Association internationale de pedagogie universitaire, Society for Intercultural Education, Training and Research, World Future Society, etc.

11. Become well known as a source of help. There is no substitute for recognized expertise.

12. Apply for international scholar programs through sponsoring organizations, e.g., NATO (SPELL OUT) for Scientific Affairs Division, Fulbright Scholars Program.

13. Exchange jobs with a colleague. In many cases, an exchange of homes will allow you to handle the trade

financially. Organizations promoting this type of arrangement are the Faculty Exchange Center (Lancaster, Pennsylvania) and the National Student Exchange Program (Washington, D.C.), which is now branching into faculty exchanges.

14. Do volunteer work overseas. Numerous programs are looking for people willing to work overseas on a long-term or short-term basis. Depending upon the assignment, you may need to finance part of the travel expense.

15. Select thesis or research topics with international implications.

16. Work for an institution with international ties. Among colleges and universities, for example, the level of international activity going on or encouraged presently varies considerably.

17. Establish an institute or workshop program which will attract international people, and then set up contacts (or contracts) for future work.

18. Work out an exchange visit, probably short-term, with a counterpart abroad. Finance it creatively, gaining organizational support for your effort.

19. Give a joint presentation with a colleague from abroad.

20. Co-author an article with an international colleague. Explore opportunities for publishing it, with modifications, in journals in more than one language.

21. Join the CIA, KGB (or both) or similar organization. You'll go far. Then quit when overseas.

22. Identify individuals or institutions who are now involved internationally. See how they did it and imitate. Become associated with them. (Consider the remora fish paradigm for symbiotically associating with SHARKS.)

23. Link up with available seed money sources which actively promote international work. For example, the Title XII program, BIFAD (SPELL OUT), earmarks funds for program development specifically for U.S. land-grant colleges to assist food and nutrition progress in Thirld World countries.

24. Use networking to reach overseas contacts. Important leads can be found often through referrals from

colleagues. It is widely held that with three phone calls (at the most, five), an individual can reach anyone else in the world. One person, experimenting with the concept, reached Queen Elizabeth in five calls.

25. Use contacts through relatives. If Uncle Harry has an international contact, go to work for Uncle Harry.

26. Learn a foreign language or polish up the one you studied back in high school. The effort involved will make certain that you go to the country where it can be used. The cultural insights alone will make the effort pay off.

27. Review literature from overseas in a professional journal. For example, the Educational Communication and Technology Journal (AECT's research journal) now has a section reviewing related international periodicals.

28. Respond to inquiries about your program from overseas. Take the extra effort to maintain a mailing list, and keep people informed via newsletters and the like.

29. Combine pleasure travel with work opportunities. For example, if you vacation in Mexico, stop by the local university and meet colleagues.

30. Work through church groups and service organizations. Make certain your motives are somewhere close to those of the sponsoring organization.

31. Expect serendipity. Amazing things happen linking one contact to another. There are many opportunities which you make and which just come along. Have a suitcase packed. BON VOYAGE and BONNE CHANCE.

J. Nick Eastmond
Utah State University

For further information, contact the author at Utah State University, Department of Instructional Technology, College of Education, UMC 30, Logan, Utah 84322.

APPENDIX G

Sample of Florida State Resolution in Support of International Education

GENERAL

. . . The FLORIDA SENATE HAS SIGNED A RESOLUTION EXPRESSING ITS STRONG SUPPORT OF INTERNATIONAL EDUCATION in colleges and universities. Recognizing the significance of the international aspects of the state's economy, it has resolved to support efforts to further international education:

" . . . WHEREAS, more than 500,000 persons who were not United States citizens resided in Florida in 1981, and

" . . . WHEREAS, there are 22 international ports of entry in Florida, and

" . . . WHEREAS, in 1980, goods valued at $10.34 billion were exported from Florida ports and goods valued at approximately $6 billion were imported through Florida ports, and

" . . . WHEREAS, approximately 11,600 international students were enrolled in Florida community colleges and universities in 1980-81, and

" . . . WHEREAS, for the year 1980-81, the economic impact on the Florida economy of the recommended monthly maintenance for these 11,600 international students was approximately $63.8 million, excluding money for fees, tuition, books, insurance, travel, and dependents, and . . . NOW THEREFORE,

" . . . BE IT RESOLVED by the Senate of the State of Florida:

"That the Florida Senate recognizes the importance of the components of international education programs in Florida community colleges and universities, including foreign language studies, the promotion of global awareness, the infusion of international dimensions into on-campus curricula, the enrollment of international students, opportunities for students and faculty to study and work abroad, and community involvement . . .

"BE IT FURTHER RESOLVED that the Senate of the State of Florida supports efforts to further these components of international education in higher education in the State of Florida.

Cooperative Purposes

1. To provide international/intercultural learning experiences for students enrolled in the participating colleges and universities.

2. To make available means for exploring and promoting a variety of international/intercultural cooperative activities.

3. To offer opportunities for professional development of each participating college's staff.

4. To help conserve limited resources through cooperative efforts.

5. To create and maintain a common catalog of information concerning international/intercultural courses, programs, and activities.

6. To explore the possibility of establishing a standard system of evaluation of credits from foreign institutions.

7. To engage in constructive efforts to promote ease of transfer of international/intercultural course credits among the participating institutions.

8. To foster efforts to increase awareness of international/intercultural education.

9. To assist in efforts to increase the international dimension in the curriculum in each of the participating institutions.

10. To continue to seek to ensure the quality of international/intercultural education programs.

11. To serve as a liaison agency among national organizations and consortia.

12. To promote opportunities for the sharing of international/intercultural educational expertise among the participating institutions, and

13. To arrange workshops, special seminars, and opportunities for other special activities on international/intercultural education.

APPENDIX H

Sample Conference Brochure

INTERNATIONALIZING
BAY AREA
COMMUNITY COLLEGES
WORKSHOPS

(A) Internationalizing the Community College
Analyzing developments in community college education; exemplary programs; successes and pitfalls; funding possibilities/availability of local, state, national resources.
Leaders: Elizabeth Bailey, Robert Freeman

(B) Intercultural Sensitivity
Foreign/minority students' cultural, educational, religious, linguistic differences; designing/modifying courses to meet their needs; using students' diverse backgrounds to increase cultural awareness.
Leaders: Don Culton
Santiago Wood

(C) International Trade
Economic, cultural, policy, regulatory differences; trade practices/procedures; economic importance of trade; education for international careers; import/export job opportunities.
Leaders: Paula La Pointe
Richard Eber

(D) Global Issues
Ethical/practical issues: peace, nuclear energy/weapons, pollution, ecology, space, food, health, limited resources; concerns/obligations of the global community.
Leaders: Peter Wollitzer
Patrick Ryan

Menu

Tossed Green Salad
Macaroni/Cheese
Baked Chicken
Roll/Butter, Cake, Coffee, Tea, Punch

Directions / Map of Oakland

From San Francisco (after leaving y Bridge) take Highway 17 Exit Oak Street.

From Sacramento Highway W80 to 17 South. Exit Oak Street.

From East Oakland, San Leandro, Hayward, and vicinity, take Highway 17 (Nimitz) to downtown Oakland, exit on Oak Street.

Parking in Laney College Student Parking Area.

INTERNATIONAL TRADE INSTITUTE

Increased international trade for the Bay Area is the aim of Vista Colle s International Trade Institute, a project started in Fall 1983 by a grant from the U.S. Department of Education The objectives of the institute are:

1. To promote innovation and improve international education curricula to serve the business community through international trade seminars, mini-courses, workshops, consular corps activities, roundtables, etc.

2. To provide international trade opportunities and understanding of foreign languages and cultures to non-traditional students. To provide a comprehensive array of international business courses, leading to the Certificate program. These include self-paced language classes in Japanese, Korean, Mandarin, Spanish and French.

3. To circulate information and s..vices among educational institutions and local international trade firms.

4. To provide public awareness of international trade issues via public forums, televised programs and radio broadcasts.

The institute has the enthusiastic support of Bay Area businesses, from large corporations to small firms. I.T.I.'s staff and advisors are dedicated professionals committed to the expansion of world trade.

THE GLOBAL CONNECTION
(A VEHICLE FOR STAFF REVITALIZATION)

8:30 am Registration (coffee/rolls)

9:00 am Welcome
Donald H. Godbold, Chancellor
Peralta Community Colleges

9:15 am Opening Remarks
Santiago V. Wood, Dean
Office of Instruction
Vista College
Paula LaPointe, Coordinator
F.I.I.
Eugene Gonzales, Representative
U.S. Office of Education

9:30 am- Presentations
12:30 pm (A) INTERNATIONALIZING THE COMMUNITY COLLEGE
Elizabeth Bailey, Director
International Studies
Pima Community College, AZ
Robert Freeman, Co-Director
Bay Area Global Educational Program

(B) INTERCULTURAL SENSITIVITY
Donald Colton, Director
International Studies
L.A. Community Colleges

(C) INTERNATIONAL TRADE
Richard Eber, President
Jaguar Intermodal Transport
Paula LaPointe, President
LaPointeco

(D) GLOBAL ISSUES
Peter Wollitzer, Director
Institute of International Studies, UCB
Patrick Ryan, Asst. to the Deputy Exec. Director
Port of Oakland

12:30-1:30 pm Lunch

1:30-3:00 pm WORKSHOPS

SAN FRANCISCO BAY AREA COMMUNITY COLLEGE CONSORTIUM ON INTERNATIONAL EDUCATION

A project funded by the Californi Community Colleges, Funds for Instructional Improvement (F.I.I.)

Vista College received a grant in Spring 1984 to establish a Bay Are Consortium on international education. Eight community college districts provided letters of support (Peralta, Contra Costa, San Francisco, Foothill-DeAnza, Chabot Ohlone and San Jose) and indicated their interest in participating. The objectives of the project are to concentrate on instructional improvement through curriculum and staff development activities designed to:

1. internationalize the Liberal Arts and Business curricula.
2. help consortia members incorporate new strategies in curriculum development activities.
3. expand faculty and staff global perspectives from all disciplines.

WHO SHOULD ATTEND: Everyone, including International Studies educators, faculty, counselors, administrators and students of Foreign Languages, Business, Political Science, History, Geography, Economics and related disciplines

---

INTERNATIONAL TRADE INSTITUTE STAFF

Santiago V. Wood, Administrator
Carey Marshall, ITI Coordinator
Paula LaPointe, FII Coordinator
Michael Walsh, Evaluator

BEST COPY AVAILABLE

Internationalizing Bay Area Community Colleges [Global Creativity]

December 13, 1985
Laney College Theatre
900 Fallon Street
Oakland, California

Vista College
A PERALTA COLLEGE
2020 Milvia Street Berkeley, CA 94704

Non-Profit Organization
U.S. Postage Paid
Permit No.111 Berkeley, CA

PROJECT IS FUNDED IN PART BY A GRANT FROM THE U.S. DEPARTMENT OF EDUCATION UNDER TITLE VI-B AND THE CALIFORNIA COMMUNITY COLLEGES UNDER THE FUND FOR INSTRUCTIONAL IMPROVEMENT

INTERNATIONAL TRADE CONFERENCE CONFIRMATION FORM

If you plan to attend the conference, please complete, detach and return this form by 12/1/85.

Name _____ *Position/Title* _____
Institution _____ *Department/Unit* _____
Address _____ *City* _____ *Zip Code* _____
Telephone Number (___) _____ *Your Academic Discipline* _____

Choice of Workshops:
_____ *(A) Internationalizing the Community College*
_____ *(B) Intercultural Sensitivity*
_____ *(C) International Trade*
_____ *(D) Global Issues*

_____ *A check for $5.00 is enclosed for lunch.*

PLEASE RETURN TO: *Santiago V. Wood*
Vista College
2020 Milvia Street
Berkeley, CA 94704

APPENDIX I

Excerpt from Golden State Report
"Pacific Rim Trade: California's Economic Future"

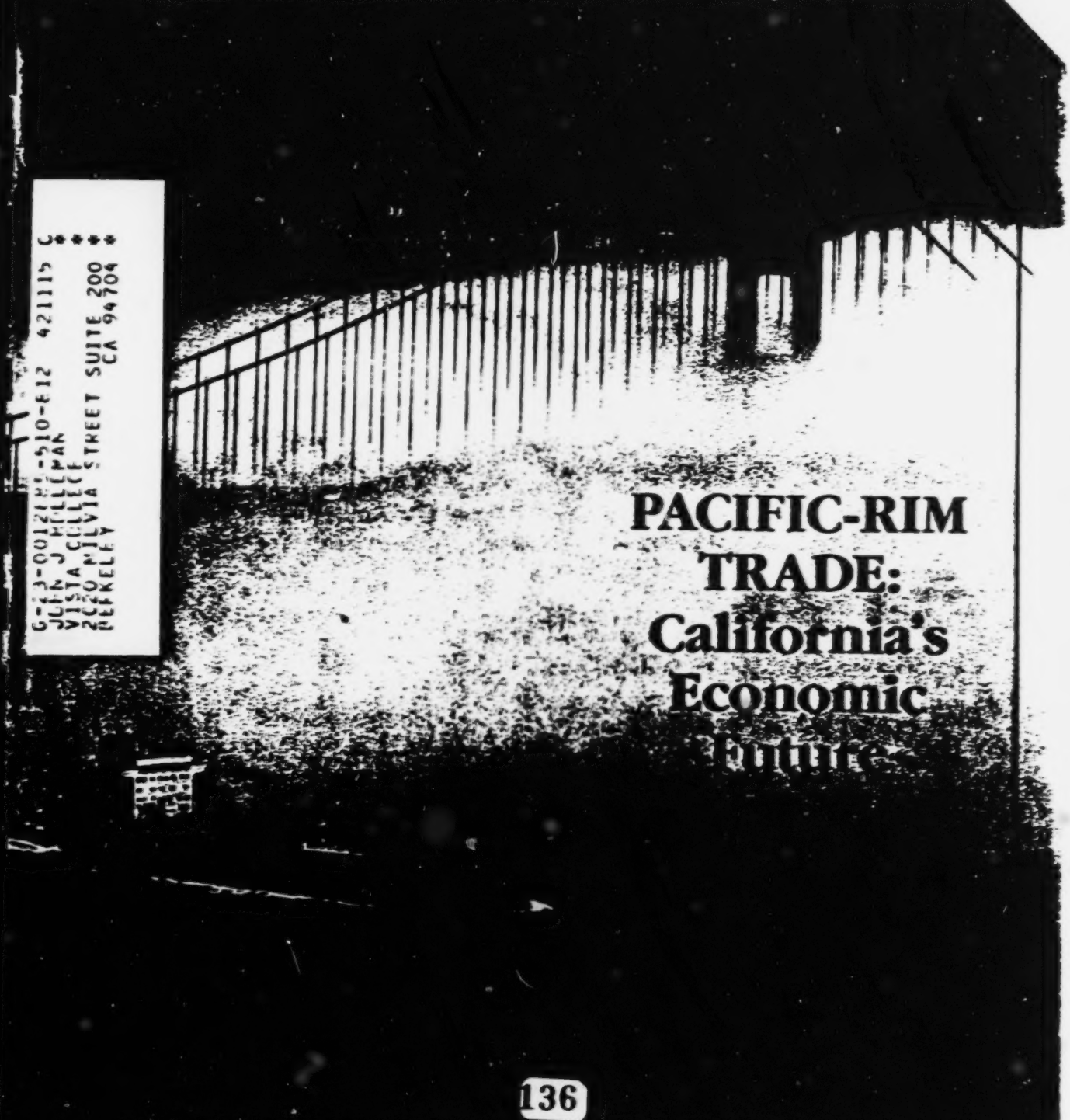
MAY 1986 $3.00

GOLDEN STATE REPORT

The magazine of politics and public policy in Californ

SPECIAL SURVEY
June Election Preview

G743-00121 -510-612 421115 C
JOHN J MILLEPAN
VISTA COLLEGE
2020 MILVIA STREET SUITE 200
BERKELEY CA 94704



PACIFIC-RIM TRADE: California's Economic Future

136

ANOTHER LOCAL-GOVERNMENT CRISIS

The new California: Pacific trade tycoon

By DON DAVIS

Perhaps the moment came when Greg Mignano handed a bottle of California chardonnay to Chinese President Li Xiannian in Beijing.

Maybe it was during the trade fair in Nagoya, Japan, when California companies signed up a potential $13 million in projected sales.

Or maybe it was when the training ship *Golden Bear* weighed anchor for the South Seas, carrying a floating exhibit of California agricultural bounty.

But sometime in the not too distant past, California quit sitting on the bench and got into the game — a major player in the rich commerce of the area known as the Pacific Rim.

After years of low-level activity, the Golden State is beginning to take economic advantage of the fact that its shores are washed by the Pacific Ocean. "We far outdistance any other state in our trade promotion efforts," says Mignano, head of the California World Trade Commission. "The big spenders, such as Illinois and New York,

Anything but unity over unitary

The unitary tax issue has become the longest running show in the state Legislature. Efforts to eliminate or revise it are part of the Capitol scenario every year. Arguments for keeping or killing the unitary tax have all been heard many times.

This year, to the surprise of absolutely no one, the issue is back again. But there's a new wrinkle: U.S. Senator Pete Wilson has introduced, at White House bidding, a bill that would wipe the unitary tax from the books of the seven states which still use it.

With this threat of federal action, will the tax opponents finally have their way? Don't bet on it.

Unitary taxation is a method of assessing taxes based on the worldwide income of multinational corporations. Its intent is to prevent them from hiding California profits in overseas subsidiaries, thus avoiding their fair share of state taxes. Opponents of the tax say it discourages investment in California because of unfair and even double taxation.

This year Democratic Assemblyman John Vasconcellos of Santa Clara has filed a new version of repeal. He says any change in the tax should be fair to domestic as well as foreign corporations. Opponents of his bill say it is protectionist in intent, designed to please the hard-pressed Silicon Valley industries in Vasconcellos' district.

Gov. George Deukmejian's alternative is being carried by Democratic Senator Alfred Alquist of San Jose. Vasconcellos says that bill is "anti-American" because it will benefit foreign corporations at the expense of California businesses.

Either bill is likely to get stalled over the same anti-apartheid language which fouled passage last year of a unitary-tax repeal. Assemblywoman Maxine Waters of Los Angeles and Assembly Speaker Willie Brown say they intend again to attach South African disinvestment requirements to any unitary reform bill.

Gov. Deukmejian wants unitary-tax repeal, but he has recently voiced concerns about the budget-cutting effects of the Gramm-Rudman-Hollings deficit reduction act. Gramm-Rudman is "a factor which must be considered," he said in February. "At the same time, it has to be weighed against what are the anticipated benefits (of unitary-tax repeal) to the state."

Studies by the state suggest that California could lose as much as $830 million if unitary taxation is repealed. Vasconcellos says his plan would make up all but about $300 million of that because of an invest-in-California requirement incorporated in the bill. In an election year, it could be politically unwise to push too hard for unitary revision. Opponents could claim it is a tax break for foreign corporations at the expense of domestic firms.

And some observers say repeal isn't even needed. One is State Board of Equalization member William Bennett, who says foreign investment in California is booming, even with unitary taxation in place. Bennett says a bill like Vasconcellos' is "a pure giveaway to those who need it least." —*D.D.*

approach $3 million in export promotion. Three years ago, California spent $400,000 on export development activities. In 1986, the state budget commits over $10 million."

Gov. George Deukmejian likes to point to the state's unique trading strength. Speaking to a San Diego conference of trade ministers recently, he said, "If we were a separate country, our economy would rank as the world's seventh largest. The $85 billion in annual trade through California's world-class ports would put us among the top trading nations as well."

The governor's new budget reflects increased support for trade promotion: $1.3 million for the World Trade Commission; $2 million for export finance funds; $1.5 million for a California exhibition in the Vancouver Expo; $5 million in matching funds for agriculture promotion; $700,000 for state trade offices in London and Tokyo; $100,000 for a representative in Washington for upcoming multinational trade talks; plus funds for a new graduate school of international relations and Pacific Rim studies at the University of California, San Diego.

Approval of such budget items should be easy, considering the bipartisan enthusiasm exhibited last year for any and all Pacific Rim trade proposals. Gov. Deukmejian stayed home, but others in government and a growing number of first-time exporters traveled widely in the Far East, returning with positive impressions of future prospects. For example, 48 representatives of 72 California companies went to the "Made in USA" show at Nagoya; 11 companies were at the Mexico City exposition; 10 state aerospace firms were at the Paris Air Show; and 15 went to China for the Asia and Pacific International Trade Fair in Beijing. (It was there that the Chinese president stopped by the California exhibit and received a bottle of wine from Mignano.)

This year will be even bigger, according to Mignano. First-quarter shows of California goods are set in Taipei, Tokyo and Seoul. The state's show at the Vancouver Expo will be a $3 million production, half paid by private industries.

Because of its huge economic engine, California has become a sort of "nation-state" that must grapple with international issues as part of its domestic framework. Some statistics suggest the importance of trade to the Golden State's future:

- By the turn of the century, California will be the world's fourth largest economic power. Already about 80 percent of state trade is with Pacific Rim nations.
- The state has more foreign investment within its borders than does any other state. The total includes 90 different banks, branches and agencies from Pacific Rim countries.
- More foreign travelers, primarily from Asian countries, visit California than any other state, leaving about $3.5 billion here every year.
- One of every 10 jobs in California depends on trade.
- Through the ports of Los Angeles, Long Beach, San Francisco, Oakland and San Diego, the United States imports almost 65 percent of all electronic components bought in this country and exports more than 61 percent of the cotton that America sells abroad.

But it must be said that such statistics have developed at times in spite of California's official attitudes, not because of them. While the controversy over the state's unitary tax is well documented as a source of international friction, California has had other problems in promoting Pacific trade. In the past

competition instead of cooperation has often been the name of the game among the Golden State's key players. Major ports have fought for each other's business. Politicians have sometimes taken parochial views on trade issues. And even agencies charged with improving international business have not always spoken with united voices. For example:

✔ The California World Trade Commission, becoming the lead agency for trade matters, must walk gingerly through political minefields. Democrats and Republicans alike say the commission should be non-partisan, but they sometimes find it difficult to resist taking political advantage of its role. A pending reorganization plan would place the commission more under the wing of the governor's office. "People overseas want to deal with the big cheese, the top man," says commission research analyst Cary Walker.

✔ There is general agreement that California should establish foreign sales offices — but where? The World Trade Commission paid $25,000 for a study that said the first office should be in London, not the Far East. After a Europe vs. Asia flap, the commission agreed to open simultaneously offices in London and Tokyo. Then Assembly Speaker Willie Brown announced he also wants offices in Korea and Hong Kong. State Sen. John Garamendi, after a visit to China, wants a state agent in Beijing. Sen. Nicholas Petris wants an office in Mexico City, too. (Twenty-eight other states already have 55 foreign offices.)

✔ Data from the U.S. Department of Commerce on import-export matters are often faulty: They show only the point of shipment, not the point of origin. For example, a microchip produced in Silicon Valley that is sent to Europe through the Port of New York is counted in the New York numbers. Under this method, San Diego — the clearance point for wheat to Latin America — could be considered a major grain-producing area. A pilot program to add a three-digit zip code to export permits could make records more accurate, but the Gramm-Rudman-Hollings budget cuts could kill the program.

✔ The state's method of taxing multinational corporations — the controversial unitary tax — remains the biggest obstacle to major new investments in California, say the tax's opponents. (See box.)

Port of Sacramento

Rice bound for Indonesia being loaded at the Port of Sacramento.

The economic, political and military developments of the varied nations of the Pacific Rim create a complex trading environment. There are few common cultural bonds: New Zealand is quite different from China, and the coastal nations of South America have little in common with Singapore. While the European Common Market has been able to develop as a united economic base, there is no such counterpart in the Pacific, and the nations of Asia remain competitors in the marketplace.

The closest thing to an organization is ASEAN, the loose alliance of Singapore, Thailand, Brunei, Indonesia, Malaysia and the Philippines, which was established in 1967. More recently, the South Pacific Forum has set out to strengthen the ties between Australia, New Zealand and 11 independent island nations. While such groups of non-Communist nations have spurred general growth, they do not provide the united economic clout possessed by the EEC.

However, increasing contact among the people of the area has resulted in a regional identity. Telecommunications have erased distances and allowed governments and businesses to work together. And despite some regional conflicts and political upheavals, reasonably peaceful conditions have prevailed in the area since the end of the Vietnam war.

Fueling the new Asian economic growth is the consumer market in the United States. Japan, South Korea, Taiwan, Hong Kong and Singapore have all benefited from the nearly insatiable appetite of American consumers for imported goods.

When Pacific trade began to expand, California was ready with some unique advantages:

✔ **Geography.** Ports up and down the state bring in the Toyotas and send out the cotton. The state's farmers developed major new markets abroad, and Asian investment within the state soared. California's educational institutions and high-tech industries provided cultural and business links for U.S.-Pacific development.

✔ **Population.** Having worked through periods of virulent racism in the past century, California today accommodates the nation's most diverse population. An Asian businessman might draw a second glance in Cincinnati, Dallas or Baltimore but not in San Francisco, Los Angeles or San Diego. Two California congressmen are of Asian heritage, as is a former senator.

According to the 1980 census, there were 1,230,831 Californians of Asian

Containerized freight leaving Los Angeles Harbor for the Far East.

descent — 5.3 percent of the total population. By the end of the century, Asians are expected to account for 10 percent of the state's population.

History. In 1977, the volume of American trade across the Pacific exceeded Atlantic trade for the first time. It now accounts for about one-quarter of all U.S. exports and one-third of all imports. Since the nations of Asia have been showing an average economic growth rate of 7.5 percent per year, future trade potential is great, despite a recent slowdown. China's massive drive toward modernization will be a key factor; one-quarter of the world's population is Chinese.

Within the past 20 years, the center of world economic gravity has shifted westward. By the end of this century, the Pacific region will account for half of the world's gross national product.

While U.S. consumers provided the market for Pacific trade expansion, Japan supplied the model and the momentum. Since the days when Commodore Perry opened the country to modern trade, Japan has been on a steady course of economic growth based on exports. Such a pattern was necessary for a resource-poor country, and it helped to pull the Japanese nation from the post-war ashes into its leadership role in the '80s.

Viewing the world as its marketplace, Japan averaged more than 10 percent annual GNP growth during the '60s. Its dynamic economy withstood the oil shocks of 1973 and 1978 and today holds a trade advantage of about $148 billion over the United States.

Following Japan's lead, the newly industrialized countries of Singapore, Hong Kong, Korea and Taiwan began to redirect their own economies. They have been so successful that the Japanese are now looking over their shoulders at their competitive neighbors.

Farther down the Pacific, the ASEAN countries — anchored by Australia and New Zealand — are trading and investing more aggressively in the Pacific markets. Canada is also participating more actively in international trade. Only along the coastal nations of Central and South America have the fires of economic development been slow to rise.

It was with this stage already set that the biggest development of recent years occurred: the death in 1976 of the legendary Chairman Mao and the rise of Deng Xiaoping. His drive to modernize China by the year 2000 could alter the economy of the entire world.

The United States' trading ties with the Chinese are nearly as old as the nation: The day that George Washington was sworn in as president of the United States, 13 American clipper ships were sitting in Chinese harbors. Now, instead of selling oil and fur, the U.S. is transferring nuclear and electronic technology to an underdeveloped economy which — barring another suicidal political swing — can only improve.

As the movement of physical goods throughout the Pacific Rim escalates, so do the growth of services and money management, sometimes called the "invisible trade." California benefits from a thriving trade-related services base — ranging from companies that insure exports to truckers to travel services. Direct foreign investment in the state amounts to more than $2.1 billion. Despite the ongoing controversy over California's unitary tax, more foreign businesses are located here than in any other state. Thousands of Asians holiday in the state every year, and the Japanese are so enamored with Disneyland that they built their own version outside of Tokyo. High-tech competition between Japan and the Silicon Valley produces another extraordinary market in information transfer.

In dozens of other areas, California's economic ties with Asia are as much domestic as they are foreign. The Nummi auto plant in Fremont (a joint venture of General Motors and Toyota), the Sony television manufacturing facility in San Diego, Japanese banks in every major city, Koreatown in Los Angeles, Chinatown in San Francisco — these are only a few examples.

Agriculture, a $14 billion a year business in California, relies heavily on Pacific Rim markets for its products. The top five customers for farm exports, from cotton to oranges, are all Asian: Japan, South Korea, Hong Kong, Taiwan and China. Twenty-eight of the state's crops rely on foreign markets to absorb half or more of their production.

While the value of California farm exports totaled $2.9 billion in 1984, that was $1 billion less than their value only four years before. To slow or reverse that decline is the goal of the proposed $5 million in matching funds which the Legislature will be asked to approve for international market promotion of agricultural products. ■

CALIFORNIA'S TOP TRADING PARTNERS ON THE PACIFIC RIM

(1984, in $ billions)

	CA exports to:	CA imports from:
Japan	$7.7	$20.4
Taiwan	1.8	5.2
South Korea	2.8	3.6
Hong Kong	1.6	2.3
Australia	2.8	.5
Singapore	1.8	1.5
Mexico	1.6	1.5
Malaysia	1.4	1.5
Philippines	1.1	1.1
Indonesia	.4	1.5
Canada	.8	.7
China	.5	.8

(Source: Security Pacific Bank)

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